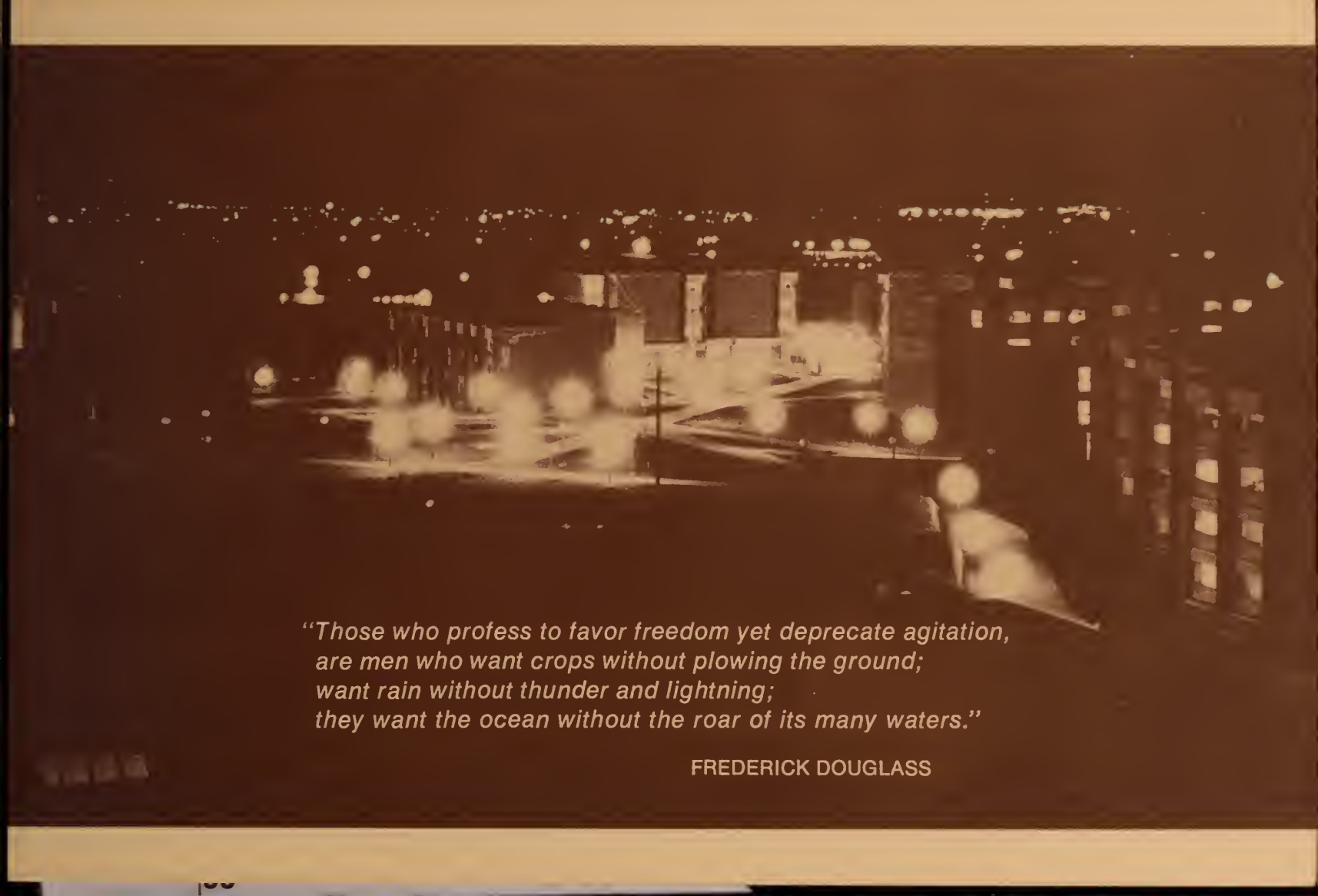


this
is
Livingston



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A sepia-toned photograph of a city street at night. The scene is viewed from an elevated position, looking down onto a wide street. On the right side, there are several multi-story buildings with many lit windows, creating a grid of light. The street is dark, but there are numerous bright, circular light sources, likely streetlights or reflections on wet pavement, scattered across the scene. In the background, more city lights and structures are visible, though less distinct. The overall atmosphere is quiet yet vibrant with urban light.

*"Those who profess to favor freedom yet deprecate agitation,
are men who want crops without plowing the ground;
want rain without thunder and lightning;
they want the ocean without the roar of its many waters."*

FREDERICK DOUGLASS



Livingston College

1972-1973

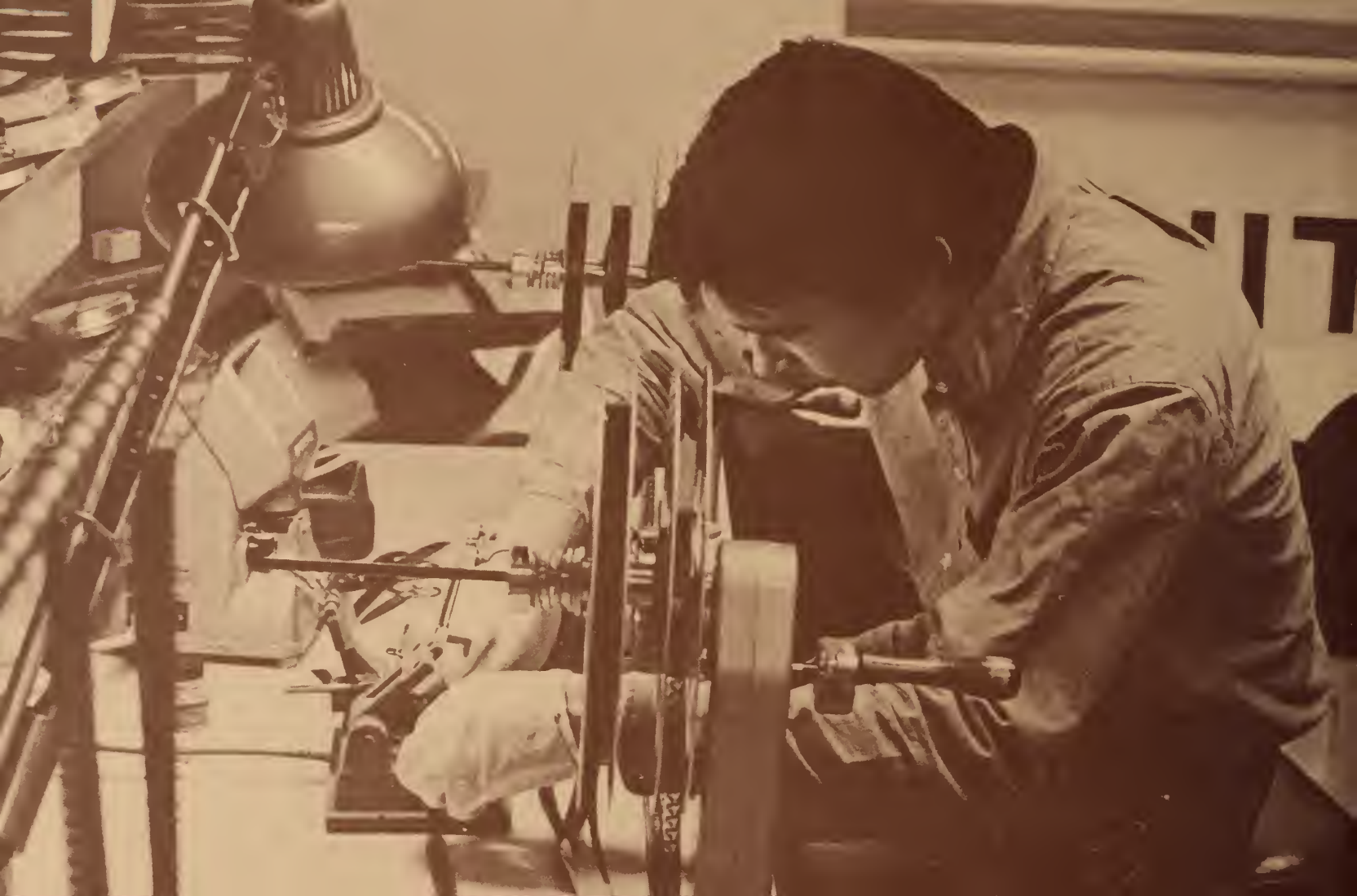
Rutgers University

The State University of New Jersey

New Brunswick, New Jersey

This announcement, together with other issues of the forty-eighth series of "Rutgers University — The State University of New Jersey" and other circulars so marked, is part of the General Catalogue of Rutgers — The State University for the year 1971-72, which is issued in sections. This is section 20.

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New Brunswick, New Jersey 08903



BLACK POET TED Jones

LIVINGSTON
COLLEGE

TILET HALL
MAIN LOUNGE

MONDAY

NOV. 1

2:00 PM

AFRO -
AMERICAN
MUSIC

COLLEGE CALENDAR, 1972-1973

Fall term begins.	September 11, Monday
Thanksgiving recess begins.	November 22, Wednesday
Recess ends. Classes resume.	November 27, Monday
Follows Thursday schedule.	December 18, Monday
Last day before winter recess.	
Follows Friday schedule.	December 19, Tuesday
Winter recess begins.	December 20, Wednesday
Winter recess ends.	January 2, Tuesday
Exams begin.	January 3, Wednesday
Exams end.	January 18, Thursday
Spring term begins.	January 24, Wednesday
Spring recess begins.	March 18, Sunday
Recess ends. Classes resume.	March 26, Monday
Last day of classes.	May 8, Tuesday
Exams begin.	May 9, Wednesday
Exams end.	May 24, Thursday
Commencement.	May 30, Wednesday

Summer 1973

Summer intersession begins.	May 28, Monday
Summer intersession ends.	June 22, Friday
Regular summer session begins.	June 25, Monday
Regular summer session ends.	August 17, Friday

Religious holidays

Rosh Hashanah	September 9, 10, Saturday, Sunday
Yom Kippur	September 18, Monday
Passover	April 17, 18, Tuesday, Wednesday
Good Friday	April 20
Easter Sunday	April 22



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An open letter to the college from its Dean:

Our country, like many others, is rent by social and economic issues. The gap between the "haves" and the "have nots" is growing. We are fighting a war which is useless and immoral. We are polluting and poisoning and spoiling the very world we live in. We are in racial conflict which erodes our humanity. The situation is very bad. But it is not hopeless. There is hope if the student generation does what mine failed to do—exercise collective responsibility as well as collective know-how and collective intelligence to bring about needed changes.

What implications does this have for continuing education? At Livingston, in particular? Livingston asks its students to give much thought to the needs of our society. There has been a striking change in these needs during recent years. Whereas, a decade or two ago, the greatest need was for the production and distribution of *goods*, now the need is more and more for the production and distribution of *services*. Our society has an ever increasing need for the delivery of health care, legal services, educational services, and governmental services of all kinds. It is possible to envision the day when almost all manufacturing is automated, but this is not conceivable in those areas in which contact between one human being and another remains essential.

I am not saying that all students should move toward careers in such service-oriented professions and occupations. There will continue to be need for people involved in the production and distribution of goods and, always, for some involved in the pursuit of pure knowledge at the highest level of research and scholarship. Some students will, I hope, move in those directions. But many, I also hope, will keep in mind the societal need for those who try to make available to *everyone* the benefits of what man has learned to do during the past century: decent medical care, good education, fair legal services, and an honest and informed governmental structure.

These needs have fascinating implications with regard to what should be happening in all colleges and universities, and is, in fact, happening at Livingston College. The proper education for these service-oriented occupations is one which combines the best aspects of theoretical insight with the benefits of practical experience and direct applications. It is only through the combination of these that one can achieve a real understanding of today's complex problems.

What is beginning to happen at Livingston, and in a growing number of other colleges, is an authentic integration of theory with practice, of the pure liberal arts with the "applied" professional areas, of classroom analysis with off-campus experience. This has always been the pattern in areas such as teacher education; now we are learning to extend this to curricula leading toward future activity in many other areas of both the public and private sector.

We are beginning to recognize, with growing clarity, that the value and purpose of a liberal education is much more than and quite different from acquiring a thin veneer of culture, a smattering of great books and great ideas. A liberal or, better put, a *liberating* education is one which helps the individual to understand the broad societal context in which he operates. Only through such understanding can an individual hope to bring about change; only in this way can a person be, even to some extent, in control of his or her own destiny.

The world into which we are moving is not only a messy one but also an exceedingly complex one. It is becoming increasingly difficult for any one person to avoid just being dragged along by what is happening around him or her—the social, economic and political forces to which he or she is exposed seem at times overwhelming and irresistible. The only hope any one of us has to be, to any meaningful extent, free and able to affect his or her fate, is to learn about the relationship he or she and his or her occupation have to

society as a whole. If he or she is a doctor, that person should understand the role of medicine and of health care generally in our complex society, and realize both its potential and its limitations. If a person does not have this insight, then no matter how much money he or she makes, no matter how successful he or she appears to be, that person remains no more than a cog in a complicated and mysterious machine.

That is why we of Livingston College are making every attempt to relate liberal education to the career objectives of our students and the needs of our total society; to relate the dual aspects of their education so as to combine theoretical insights with their practical and direct applications. For it is our hope that our students will graduate not only trained in marketable skills, but educated to a real understanding of today's complex problems and of their implication for an even more complicated future. We hope that Livingston students will recognize each individual's responsibility to become an agent of continuing change and improvement.

A handwritten signature in dark ink, appearing to read "Ernest A. Lynton". The signature is fluid and cursive, with a long horizontal line extending from the end of the name.

Ernest A. Lynton



*An open letter to the Livingston community from
the Dean of Academic Affairs:*

College has traditionally been a place where the sons and daughters of business, professional, political and “social” leaders prepare to take their “rightful” place in our society. In this way higher education has been an effective vehicle for passing on status and power from privileged segments of one generation to parallel segments of the next.

Certainly, exceptional persons have managed to break out of society’s holding pattern by the sheer force of their ability and determination. But if two persons were born with equal genes, one into poverty and the other into wealth, they usually died with that distinction intact; the chances of their breaking out of our caste system were highly unlikely. If either one were black, brown, or yellow, the possibility of successfully disrupting society’s power pattern was even more remote.

Livingston College was founded on the belief that one can learn from the experiences of the past and, by learning its lessons well, plan more effectively for the future. In short, Livingston exists in order to revise the pattern of society. Therefore, from the start, we have had to approach every aspect of life as a college with careful planning and thorough follow-through.

The uniqueness of Livingston is reflected, most importantly in its pluralism, in the diversity of its faculty, students and administration, which form a microcosm of our society as a whole. This pluralism is the result of a conscious plan, for the college believes that only by giving the best possible education to various interest groups in society *together* can it best serve the individual interest of each group.

Thus, the College intentionally enrolls both students who are traditionally well-prepared and students who come prepared with little more than an intense will to achieve genuine academic results here. Whether a student

arrives well-prepared or not, the responsibility of the college is the same: to assure not only that serious students graduate, but that when a student graduates from Livingston, that person leaves prepared to command what he or she wants and needs from life. And, also, prepared to help change the quality of other people's lives.

The demands on our faculty will continue to be exhaustive. Livingston's faculty has been deliberately gathered to reflect this conviction about the relationship between our society and the college. The need is for those who see the vision of Livingston and in Livingston, and who are prepared to give to Livingston the kind of dedication and commitment necessary to help us reach our goal. Scholarly excellence is basic to our educational task. But in addition to traditional criteria of scholarly work, we also look for persons with experience in the community, in politics, in administration, in the world, which will enrich our community as we move to explore and open up new areas of scholarly pursuit. There is both a need and room at Livingston for both kinds of scholars. There is also a need for those persons who are committed fully to the responsibility of teaching in its broadest sense: certainly the communication of an academic discipline but, also, teaching of the total person. Because the faculty is composed of persons who themselves mirror society's diversity and whose lives reflect their commitment to participate in deciding the central issues of our time, the college sees the learning experience as transcending the classroom encounter.

The challenge has only begun to be met. It is a challenge to which the entire Livingston community must continue to address itself.

A handwritten signature in dark ink, reading "Bernard L. Charles". The signature is fluid and cursive, with the first name "Bernard" and last name "Charles" clearly legible. The middle initial "L." is written in a smaller, more compact script between the first and last names.

Bernard L. Charles



LIVINGSTON—COLLEGE OF COMMITMENT

Livingston College is the division of Rutgers University, The State University of New Jersey, which was born of its time. It is a four-year undergraduate college, offering degree programs in the humanities, social sciences, physical and natural sciences, and programs available jointly with the College of Agriculture and Environmental Science, the College of Engineering, and the College of Pharmacy. Located on the site of the former Camp Kilmer in Piscataway, Livingston takes its place next to Rutgers College, Douglass College, and the new Cook College in New Brunswick, and with them forms a federation in which each college contributes its resources but retains its identity and a distinctive undergraduate program.

Livingston is a distinctively contemporary college: the child of racial conflict in Newark, as well as of expanding needs for higher education among the citizens of New Jersey; the child of questions about the very goals of the society as well as of the determination to move effectively among the realities of the system. Its primary concern, therefore, is to evoke from its students and faculty an intense intellectual involvement with the world in which they live. By this commitment and a commitment to excellence and a commitment to quality education, Livingston hopes to prepare citizens, both responsive to the problems of their time and with the necessary skills to begin solving them.

In the early 1960's, increasing state support for higher education in New Jersey made it possible for Rutgers to plan for a significant expansion of its facilities. This opportunity coincided with a growing national awareness that traditional approaches to higher education were not meeting the needs of students: large state universities were accused of being "knowledge factories"; college admissions policies were charged with discrimination against minority groups; students complained that their courses were irrelevant to the society around them.

It became clear that the university needed not only to grow but also to respond to these challenges. Rather than expand its existing units, Rutgers decided to add an entirely new unit, small enough to avoid impersonality and with sufficient autonomy to develop a flexible and innovative academic program. Planning for Livingston College began in 1964 and the college opened in September, 1969 with 800 students. Present plans call for Livingston's enrollment to grow to 5000 by 1975.

As an integral part of Rutgers, Livingston shares the intellectual and cultural resources of a large university. Three aspects of this relationship are of particular importance to Livingston. First, as one of the nine colonial colleges with a long history as a private institution, Rutgers has a strong commitment to academic freedom as the fundamental prerequisite to quality education. This tradition of academic freedom is essential to academic innovation at Livingston. Second, as a land-grant institution, Rutgers has a long history of community service. This history of extending the University's resources to meet rural needs gives Livingston an important precedent for its concern with the urban crisis. Finally, as the State University of New Jersey, Rutgers has a responsibility to all the citizens of New Jersey and to the educational needs of every group within the state. This responsibility is at the heart of Livingston's commitment to become a fully pluralistic college.

Livingston College cannot ignore the society of which it is a part. It is in the context of a world torn by grave problems that higher education takes place today. The challenge to Livingston lies in the need to give the individual student the intellectual skills to understand society and the professional and technical skills to contribute to it in such a way that the society better meets its responsibility to all men. Thus, the college itself must remain aware and responsive to contemporary societal demands in addition to those which will exist in the future. It must focus its academic disciplines on the vast and growing complexities of the society to seek comprehension.

It must combine those disciplines in an interdisciplinary way to seek solutions. The blight of the cities, for example, requires the expertise not only of the urban sociologist, but of the political scientist, the economist, the city planner, the computer scientist, and the community organizer as well. Combined, these disciplines may prepare students to focus more sensitively and effectively on problems. The curriculum of the college, therefore, is often problem-oriented, using many academic viewpoints. From this perspective the college intends to enable students not only to perceive societal needs, but also to affect their environment and shape their own development.

The college offers many programs for students who are interested in careers that are only now beginning to develop. A program for physicians associates, urban environmental health specialists, public servants, and community mental health specialists are being planned. Students may specialize in urban communications, computer science, Afro-American, African, or Puerto Rican studies, community development, labor studies, urban teacher education, and many other new fields, as well as in the more traditional subjects.

In addition, Livingston College is developing an extensive and innovative program in the arts. As activities through which an individual can identify himself or herself, the arts can raise the most fundamental questions about the human community. At Livingston, the arts are seen not as an escape from reality, but as a means of bearing witness to the crises of our times. In essence, that witness is the basic role of the college.

THE EDUCATIONAL EXPERIENCE AT LIVINGSTON

Livingston's academic programs are characterized by a high degree of flexibility and a wide range of choices. Some students thrive under self-direction, others want and need a mixture of structured classroom experiences and independent work, while still others prefer and need a well-defined program throughout their college experience. The Livingston curriculum is designed to provide opportunities for all these students to grow and develop and expand their horizons.

Livingston students may choose from a wide variety of subjects in the humanities, the social sciences, and the physical and natural sciences, while at the same time benefiting from professional programs in agricultural and environmental sciences, engineering, and pharmacy offered at the professional schools within the university. In making this choice, students have available to them not only the wide range of departmental majors and interdisciplinary programs at Livingston, but also the majors offered at Rutgers, Douglass and Cook Colleges. In addition, under the guidance of a faculty committee, students are encouraged to develop individual programs of concentration in areas not covered by existing programs.

The college believes very strongly in the importance of individual pacing and variable curriculum planning. For example, most students will take an average course load ranging between three and five courses each semester and will complete their work toward the degree in four years. Students may, however, complete the requirement in as little as three years or as many as five and a half. Students are also able to move into and out of full-time study by taking leaves of absence as well as, in some cases, registering for part-time study during certain semesters. In addition, where it is to the educational advantage of the student to do so, the college has developed a system of deferred admission under which a student accepted for admission to the college may defer his or her date of enrollment by as much as a year.



The uniqueness of the academic program at the college is in the range of choices available to students. It is the student's freedom to explore the broad variety of courses and areas of study available to him or her. New combinations are encouraged. But it is the student's responsibility to give serious consideration to those options, and, in consultation with an adviser, to direct his or her interest more specifically to an area of concentration which meets that individual's needs. Just as the college views its responsibility as preparing total citizens of the society, so also the student is asked to consider the nature of his or her own role, and to develop a program, among the options, which both expands individual horizons and strengthens the possibility for contribution to the society.

Independent study, either individually or in small groups, under the supervision of a faculty member, is an integral part of the educational program at the college. It further underscores the college's assumptions about individual differences, especially in learning styles. Often, as a result of such study, groups of students initiate new courses, which become part of the permanent curriculum.

In addition to these opportunities on campus, the College is developing an intensive program of internships in off-campus programs and activities which are coordinated with the student's classroom experience. Internship placements include public and private agencies, businesses, schools, hospitals, community organizations, and many other fields. Such off-campus work under the supervision of a faculty member is given academic credit toward the degree.

The grading system, with its notations of *honors*, *credit* and *no credit*, combined with written evaluations from instructors, not only assures on-going assessment of individual achievement but also further serves, through its inherent greater flexibility, to encourage experimentation among students and among faculty.

The underlying structure which makes Livingston's freedom and flexibility work is the faculty, which by any measure is of very high quality. Students benefit from both its impressive scholarship and professional experience. The faculty manifests a strong commitment to teaching; its guidance enables students to sort out a meaningful response to freedom; ensures strong preparation for combining new ideas and skills in any area of academic inquiry; and teaches students how to use old ideas in new creative ways.

The Livingston combination of freedom and structure challenges the student to create and extend his or her own educational milieu outside of the classroom. To a great extent this is true at any college, but it is particularly the case at Livingston.

For in two highly significant aspects, Livingston College presents its students with a major intellectual and social challenge. One of these arises from the pluralistic character of the college; the other from the integral involvement of students in the decision-making process.

Livingston is a pluralistic community. In 1972 America, this is significant. It is a challenge for whites, Blacks, and Puerto Ricans to coexist anywhere in a country torn and divided. And coexistence is not easy. The fears, misconceptions, and tensions existing in every urban area are not miraculously absent at Livingston; they are present here, too. And there are no easy solutions, only an intense groping toward the realization of a pluralistic, dynamic community. At Livingston there is a recognition that there is not only room but a need for cultural diversity and different life-styles. Occasional clashes, tension, and misunderstandings are inevitable with such differences, but these are far out-stripped by the usefulness of learning to live with and to learn from fellow human beings.

At Livingston, students are full citizens of the college with both the power and the responsibility that full citizenship implies. Decisions concerning

campus issues reflect the joint participation of students, faculty, and administration. Livingston's academic government, which is responsible for all areas of academic policy, is a bicameral structure composed of a student chamber and a faculty chamber. All academic business must be approved by both chambers, and committees are composed of equal numbers of students and faculty. Governing the school, as in all other areas of life at Livingston, demands from the student the willingness to take active responsibility for his or her life and community.

Any description of campus life at Livingston can only capture something which is in process. What goes on is most of all dependent on the student body. The administration and faculty are available and interested to help develop programs and activities, but the crucial factor is the students. At a new college, there are few traditional activities, few established clubs, few well-defined programs. Livingston can offer students the challenge of creating their own distinctive style of campus life. With the excitement goes frustration, disappointments, and sometimes anger over a seemingly impenetrable apathy, but also the satisfaction of having started something and begun to see it work. And with all this there is learning, about oneself and about others. Building a college demands energy, patience, and a willingness to accept a challenge. While this often is a difficult and frustrating experience, it also offers the potential for real learning and growth.

In its fourth year, Livingston will still be growing. Although much has been done, much remains to be done by the pioneer group of students, faculty, and administrators. There will be the noise and mud of continuing construction, the confusion and frustration of doing everything for the first time, the tension and conflict between different cultures and values. But with this, there exists at Livingston a sense of experimentation, of newness, of growth, and an awareness that one is participating in the creation of a college.





You've been looking at what Livingston is about.
You've been reading what Livingston is about.

By now you know that the main thing Livingston is about is learning.

At Livingston, we learn in many different ways.

The main way is something that happens when teachers and students get together and really communicate about a subject they're mutually interested in.

Note on Courses:

Each course carries an eight-digit number. The first two digits indicate the college in which it is taught; the middle three digits indicate the department; and the last three digits identify the course. For example, the course number 02:070:408 indicates that the course is given at Livingston (02), in the anthropology department (070), and is numbered 408. In general, courses numbered 100 to 299 are introductory or intermediate courses, while those numbered 300 to 499 are advanced courses.

Hyphenated numbers (401-402) indicate that the first term is prerequisite to the second. In courses having their numbers separated by a comma (401, 402), either term may be taken independently of the other.

COLLEGE COURSES

In addition to the courses of study offered by the individual departments of the college, Livingston offers problem-centered courses which deal with complex issues from a variety of perspectives. Some of these College Courses are taught by a group of faculty members from different departments; others are taught by one instructor whose interests and expertise go beyond a single discipline.

The purpose of the College Courses is to give the student the opportunity to become intellectually involved in a problem area that is of immediate interest to him or her. The courses are designed to expose the student to different analytical and conceptual approaches to a single set of problems so that he or she may understand the problems in depth and profit from the combined input of the different disciplines. The student will also learn to weigh the distinct advantages of various disciplines; this experience should be of great help in developing his or her interests and in choosing an area of concentration.

URBAN ECOLOGY (Cr. 4) 02:090:103
Carey and Staff

An examination of the basics of life in urban settlements, in contrast to other environments. Scientific aspects of human life, culture, and its spatial patterning, in terms of both ecology and geography, will be stressed.

POWER AND DECISION MAKING IN
URBAN COMMUNITIES (Cr. 4) Spring 02:090:104
Smith

Course will deal with such ideas as, "power structure," "community," and "decision making" as they apply to a range of urban functions and issues: housing, commerce, law enforcement, welfare, education, health, transportation, urban renewal, etc. The interplay of technical (economic, engineering, etc.) criteria with traditional politics and local community involvement will be stressed. Course will be taught by an urban planner, a lawyer, an economist, and others.

THE URBAN POOR (Cr. 4) Fall 02:090:105
Hidalgo

This course will attempt to answer such basic questions as: Who are the poor? Where do they live? How do they earn a living? What distinguishes them from other class groups in their society? What are the institutional forces at work in the society which keep them poor? What can and should be done to change the structure of society so as to eliminate poverty?

MAN, RACE
AND CULTURE (Cr. 4, 4) Fall, Spring 02:090:107, 108
Lancasters

Prerequisite: 107 is prerequisite for 108.

The first third of this full year course will introduce man as a living organism and the product of evolution. Lectures will present material on the theory of the evolutionary process of adaptation and the fossil record of human history. Evidence from the fossil record will be used to reconstruct the evolutionary development of major human behavior patterns such as tool-using, hunting, language, bipedalism, the division of labor, and life in social groups. The course will develop a viewpoint on modern man as the product of millions of years of evolution now living in a physical and social environment to which he may not be fully adapted.

The remaining two thirds of the course will deal with special topics in human behavior such as socialization, sex and sex

roles, marriage and the family, social control, aggression, war and others. Each of these topics will be taken up in turn and discussed from different scientific perspectives and levels of analysis. For example, a topic such as aggression will be discussed in terms of the neuro-physiology of aggression, aggression and territoriality in nonhuman primate societies, dominance, social control, and conflict and war in modern human societies. The need to view man from both a biological and social perspective will be emphasized for his behavior is the product of evolutionary adaptations affecting both biology and behavior. Students will be expected to take both halves of the course. Taken as a whole the course forms a base for students interested in the biological aspects of human behavior in society and is a good preparation for prospective anthropology and biology majors, for pre-medical students, and for students in the social sciences. The class meetings will be divided into two lectures per week as well as one weekly meeting in a small discussion group. The midterm and final exams for each semester will be take-home, essay exams. A short research paper may be required at the end of the year.

SOME CONTEMPORARY MORAL ISSUES (Cr. 4) 02:090:111
Klein and Staff

A study of the moral aspects of such current problems as race relations, violence and social change, war, and education. The course will examine representative views concerning the criteria of right and wrong and the nature and justification of moral judgments.

WORK IN CONTEMPORARY SOCIETY (Cr. 4, 4) 02:090:113, 114
Staff

A look at work from the point of view of three disciplines: labor studies, sociology, and economics. What people do; what they are paid for doing it; why; their attitudes toward work; interaction between work activities and the society, especially as reflected in its law, literature, and institutions.

FUNDAMENTAL CONCEPTS IN MODERN COLLEGE MATHEMATICS

02:090:118

Burns

An introduction to the basic concepts underlying mathematical operations. The course will include: a review of fractions and fundamental operations; introduction to sets; signed numbers; properties of the real number system; solution of first degree equations; an introduction to functions, inequalities, and operations with polynomials. This course is primarily for students who have not completed two years of algebra in high school. Others may qualify by placement test during the first week of classes.

INTRODUCTORY APPLIED MATHEMATICS (Cr. 4, 4)

Fall, Spring 02:090:119, 120

Aminzia and Eng

Principles, methods, and procedures for solving problems in elementary applied mathematics. Topics include: the number system; decimal numbers, and other number bases; basic algebra; sets; exponents and logarithms; linear and nonlinear functions; determinants; matrices; linear programming; numerical methods; trigonometric functions; binomial theorem; and progressions. Additional topics are: fundamentals of probability and introduction to statistical methods in experimental science. For students with insufficient high school mathematical preparation who are interested in pursuing studies in areas that require an applied mathematics background.

READING DYNAMICS

02:090:121, 122

Staff

Reading Dynamics is designed to increase a student's effectiveness and flexibility. It accomplishes this by: improving reading rate; raising comprehension and retention levels; improving critical listening abilities; systematic study techniques; and the integration of these associated skills. During the course, all types of prose writings are used, analyzed and evaluated: text, biography, novel, non-fiction, periodicals.

INTRODUCTORY APPLIED MATHEMATICS 02:090:124
Eng

Language, graph, and operations of sets; functions and relations; trigonometric functions; exponential and logarithmic functions; complex number system and its vector representation; operations on complex numbers in trigonometric, exponential, polar and vector form; matrices and matrix methods; sequences and series; intuitive integration and differentiation. The emphasis is on basic algebraic principles as related to these topics. Computer techniques and programs will be used to increase the understanding of mathematical concepts. The course is intended for students with some knowledge of intermediate algebra, and who are intending to take calculus or Introductory Computer Oriented Mathematics (02:198:105).

PROBLEMS IN POPULATION AND ENVIRONMENT (Cr. 4) Spring 02:090:126
Jenkins

This is a course which addresses some of the problems of modern man from an environmental point of view. Such topics as human population development and distribution, food supplies and other resources, pollution and its effects, and conflicts which arise in various societies as a result of these issues are discussed. In addition to lectures, many of them by experts in specialized fields, weekly activity groups will deal with problems of particular interest.

SPECIAL STUDIES (Cr. by arrangement) 02:090:127, 128
Staff

SEMINAR IN WHITE RACISM (Cr. 4) Fall, Spring 02:090:131
Hecht

This seminar is a cross-disciplinary approach to the study of

the "white" problem in America. It focuses on what white people have done and are doing to oppress and dehumanize people of color. History, sociology and psychology will all be used to focus on the problem. Students will also be expected to look at themselves and explore their own feelings, beliefs, reactions. The course will look at white racism in contexts which include the early south, northern ghettos, suburbia, Vietnam, and Livingston College. An attempt will be made to understand the forces which support the status quo and those which want change. A question which the students must be willing to ask themselves is: "Where am I in all of this?"

PROBLEM OF IDENTITY (Cr. 4) Fall 02:090:181
Maloney

The course will examine a variety of answers to the question "Who am I?" It will consider the problem of personal identity from the perspectives of philosophy, religion, and psychology. Themes to be investigated will include alienation, anxiety, oppression, self-affirmation. These themes will be discussed with special reference to the contemporary, social and cultural scene.

PHYSICS AND CURRENT ISSUES (Cr. 4) 02:090:205
Lindenfeld and Lynton

This course is a discussion of some current public issues and the physical basis underlying them. The first part of the course will be on topics related to energy and power: natural resources, nuclear power, radioactivity, and the biological effects of radiation, chemical, radioactive and thermal pollution, energy production in the starts and fusion power, the outlook for new methods of power generation, the limits to power generation. Other topics which may be discussed are the science policies of the United States and other countries, space exploration and its relation to basic and applied science, and the relation between science and technology.

EVENTS, IDEOLOGIES AND ECONOMIC
PHILOSOPHIES THROUGH THE
NINETEENTH CENTURY (Cr. 4)

02:090:209

Tangri

The course examines the interaction of religious, social, political and economic events and ideologies with emerging economic philosophies, from ancient times through the nineteenth century. Economic philosophies to be discussed may include those of the ancient Hindus, Chinese and Greeks, medieval Schoolmen, Physiocrats, Mercantilists, Utilitarian Radicals, Christian Socialists, Utopians, Marxists, and Neo-Classicalists.

CONTEMPORARY ECONOMIC
IDEOLOGIES (Cr. 4)

02:090:210

Gershenberg

An introduction to the works of writers examining the interaction of their political ideologies and social philosophies with changing institutions, events and problems. Course will include discussion of the works of Keynes, Gandhi, Galbraith, Friedman, Nkrumah, Nyerere, Myrdal, Mao Tse Tung, and others.

IDEOLOGY AND THE
BLACK REVOLUTION (Cr. 4)

02:090:215

Smith and Blumberg

Prerequisites: freshmen admitted only by permission of the instructors.

The discussion opens with a brief analysis of the concepts of ideology and revolution. The first part of the course considers in depth: (1) the ideology of racism, which is used to promote and justify white oppression of Black peoples; and (2) some of the ideologies that have in the past influenced the Black struggle against this oppression ("self-development," "back-

to-Africa," "educated elite"). The second part of the course examines critically the chief ideological currents now inspiring the Black revolution, such as: cultural nationalism, political nationalism, pan-Africanism, and the like. Readings will be selected from such authors as: Marcus Garvey, W.E.B. DuBois, Frantz Fanon, Kwame Nkrumah, Eldridge Cleaver, Stokely Carmichael, and Charles V. Hamilton.

PHILOSOPHY OF SOCIETY:
CLASS AND RACE (Cr. 4)

02:090:216

Blumberg and Smith

Prerequisites: one course in philosophy, or in Afro-American Studies or the equivalent, or permission of the instructors.

The course first considers the concept of class and class struggle, as formulated by Karl Marx, criticized by Max Weber and others, and defended by Lenin. This is followed by an analysis of the concept of race and of the struggle by Black and other peoples against racist oppression, as found in the writings of such authors as Marcus Garvey, Frantz Fanon and Malcolm X. The final part of the course examines in detail some present-day views of the relationship between the class struggle and the struggle against racist oppression in: (1) Africa and Latin America; and (2) the United States. Readings will include selections from Marx, Weber, Lenin, Garvey, Fanon, Malcolm X, Kwame Nkrumah, Che Guevara and Stokely Carmichael.

SCIENCE AND LITERATURE (Cr. 4)

02:090:220

Zemelman

Science and literature: the 19th century. "Science" is a series of imaginative acts, but historically scientific discoveries have sometimes led to immense social changes almost beyond all control. Or "science" can be life analyzed, mechanical. How

contradictory are individual imagination and social consequence, then? We will read imaginative scientific writings and writers' attempts to comprehend the world created by them. Our own attempts at coherence will be involved, and we will use some modern works to clarify this. Various projects, tours to technological institutions, discussions with other faculty members (especially scientists) are set up to compare contemporary statements about the roles of science to their 19th century roots. Readings include: Carlyle, Darwin, Marx, Mark Twain, Thoreau. Hardy, Alfred North Whitehead.

POLITICAL ECONOMY OF THE AMERICAN GHETTO (Cr. 4)

02:090:227

Alile

This course will analyze the economic characteristics of the American ghetto, with emphasis on such factors as: the ghetto as consumer and labor markets; and the relationship between the ghetto and various private and public institutions. Various strategies for change will also be considered.

FICTION AND THE FUTURE (Cr. 4)

Fall 02:090:267

Leverenz and McWilliams

We will discuss various 19th and 20th century scenarios that imaginatively project technologies, psychologies, cultures and political orders of the future. We may even invent a few ourselves. While many of the readings for the course could loosely be categorized as "science fiction," this will not be a science fiction course. We are concerned with the idea of the future and its meaning; specifically, we will ask how scenarios of the future reveal our conscious and unconscious sense of ourselves in the present, how they can liberate our own futurist imaginations, and what role they may play in shaping the future itself.

ALTERED STATES OF CONSCIOUSNESS AND RELIGIOUS EXPERIENCE (Cr. 4)

02:090:304

Maloney

The objectives of the course will be to examine some theories and techniques of consciousness expansion and to compare these findings with those states of consciousness known as religious or mystical. Special consideration will be given to: psychedelic drugs; psychotic experience (schizophrenia); Zen; Yoga; and Christian experience and hypnosis. The method will be phenomenological with the general aims of evaluating the nature of the distinction between appearance and reality and the nature of religious experience. More specifically, we will deal with questions of the following type from a philosophical perspective: What criteria are to be employed in distinguishing a psychotic from a mystical experience? Do psychedelic drugs induce religious experience?

SELECTED TOPICS IN THE CHINESE REVOLUTION (Cr. 4)

Spring 02:090:314

Gasster and Wilson

Prerequisite: freshmen and sophomores permitted by permission of the instructors.

An in-depth analysis of selected topics in the Communist Revolution, including: the role of the military, political integration, and education.

CHINA: LANDSCAPE, EVOLUTION AND CHANGE (Cr. 4)

Fall 02:090:340

Boxer

This lecture and discussion course will examine the geographic foundations for the current position of the People's Republic of China as a world power. It will analyze the spatial processes and patterns associated with: contemporary

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MEDIUM

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economic activities; changes in social organization; the operation of the political-administrative system; and the distribution and movement of population. Other topics to be considered will include: Maoist ideology and landscape modifications; natural resource management and use; and China's role as a development model for the Third World. The course will presume no prior formal work in geography, will utilize audio-visual materials, and should serve as a useful corollary to other courses in political science, history, sociology and economics relating to contemporary China.

PERCEPTION (Cr. 4)

02:090:410

Boxer, Klein, Newman and Ward

Prerequisites: permission of the instructors.

The nature of perception will be examined from a variety of viewpoints: philosophical, psychological, artistic and cultural. Questions to be considered are: What are the proper objects of perception? What is the relation of perception to imagination and to knowledge? How do cultural perspectives relate to perceptions of place and space? What are the physiological and psychological bases of perception? Readings will be drawn from: Ryle and Chisolm, Gregory Gibson, Gombrich, Langer Stevens and Yi-fu Tuan.

Livingston College is important, for it is a place that is making strong attempts to be academically innovative in a non-elitist atmosphere. In this special issue of MEDIUM, we hope to examine "Academics at Livingston."

We want to look at its decided uniqueness, its problems and promises, and most of all, its future.





ACADEMIC FOUNDATIONS

The Department of Academic Foundations provides developmental and supportive services to the Livingston student body. It was designed and is staffed by personnel grounded in one or more of the traditional disciplines who possess, in addition, unusual capability and extensive experience in the problems of minority youth and the cities.

The department concerns itself with the total academic life of the student. It participates in the evaluation of applicants who may lack the usual college preparatory background, but whose non-academic leadership activities and motivation may predict a successful college career. Once admitted, a student is invited to attend a six-week prefreshman summer program. There, he or she will receive an orientation to college life and have a chance to earn some advance credits while the student and the academic foundations staff together develop a profile of his or her academic strengths and weaknesses. Each student is assigned a counselor who will continue to work with him or her throughout the student's academic career at Livingston.

People learn differently, and they mature at different rates. Therefore, each student is assessed individually and is helped to plan a course of studies geared to his or her own individual needs, pace, and style. When necessary, he or she will be tutored, individually or in small groups. In the student's areas of weakness, he or she will be offered

one or more carefully planned courses, designed to pick up a student wherever he or she may be academically and carry him or her to where he or she needs to be in order to succeed.

Some of these courses are taught by academic foundations faculty. Others, taught in other departments, have been developed cooperatively, combining the particular department's depth of knowledge of its own discipline with academic foundations' special expertise in methodology and new approaches to course content.

Thus, in partnership with other disciplines, academic foundations helps Livingston College move closer to its goal of enabling every student with potential, regardless of where he or she starts, to realize that potential and graduate—in three or four or five or five and a half years—ready to compete on an equal basis in graduate and professional schools as well as in the marketplace.

Faculty

Dorothy S. Jones, Associate Professor and Chairman. Ed.M., C.A.S. (Ed. Admin.), Ed.D. candidate in Administration, Harvard Graduate School of Education. Interests: extensive community and professional activity in the area of minority education; consultation with: parent, civic and community groups in many cities of the northeast and midwest; several state departments of education; teacher organizations; school systems and the U.S. Office of Education. Author: *The Education of Minority Group Children in the New York City Public Schools, 1965*; *I.S. 201: A Parent Viewpoint*.

Norbert Akasireng Aminzia, Instructor B.A., M.A., Seton Hall University; Ph.D., candidate in French, New York University. Interests: secondary and college teaching and tutoring in French and mathematics.

Ronald Batchelor, Administrative Assistant and Counselor. B.S., Penn. State University; Ed.M., Harvard Graduate School of Education. Interests: counseling students toward graduate and professional careers; elementary teaching; community schools and teacher/community intern training programs, Black Arts and Dance, student government leadership.

Sandra Burns, Instructor. B.A., Radcliffe; M.A. candidate in Anthropology, Rutgers. Interests: Peace Corps: teaching language and mathematics: on an Indian reservation; in the Phillipines; in Japan, and in New Jersey.

Gordon Cox, Instructor. Ph.D. candidate in Social and Philosophical Foundations, Rutgers Graduate School of Education. Interests: study skills and the way students can be involved in learning.

Lynn D. Diamond, Assistant Professor. B.A., Brooklyn College; Ph.D. and additional courses in Ed. Admin. (teaching methods and reading), New York University. Interests: public school teaching; curriculum development; teacher education; Evelyn Woods Reading Dynamics.

Henry Eng, Assistant Professor. Ph.D. candidate in mathematics at Columbia University. Interests: Job Corps instructor; developing innovative approaches to teaching mathematics to initially unenthusiastic students.

Henry Goodfriend, Counselor. B.A., Rutgers; M.A., Guidance and Counseling, Newark State. Interests: extensive work with inner-city youth in schools and community centers, including Project NOW, Institute of Community Services; Newark State.

Linda Gonzalves, Assistant Professor and Counselor. B.A., University of California; M.A., San Francisco State College; predoctoral internship in clinical psychology at Foundation

Hospital, San Francisco. Interests: teaching; language development in children; clinical psychology; development of communications skills in students.

Andrew Green, Assistant Professor. B.F.A., Carnegie-Mellon University; drama studies at New School for Social Research. Interests: Evelyn Woods Reading Dynamics; playwriting; acting; directing. Member: Actors' Equity.

Carl Wendell Harp, Teaching Assistant. B.A., Architecture, Howard; M.A., Architecture, M.A., City Planning, Yale; Ph.D. candidate in City and Regional Planning, Rutgers. Interests: design; urban planning; consultation with community organizations in planning and program development.

Edith Gurspan, Instructor. B.A., Queens College. Extensive public and private school teaching of reading and English. Interests: development of communication skills in older minority students.

Janet Greenawalt Hecht, Assistant Professor. B.A., Michigan State University; M.Ed., Temple. Interests: National Teacher Corps; community-based education programs; work with emotionally disturbed students; curriculum development; drug education.

Barry Jones, Instructor. Ph.D. candidate in English, Rutgers. Interests: English and writing skills.

Wilfredo Lopez, Counselor. B.A., M.A. candidate in Student Personnel Services, Montclair State College. Interests: counseling, Spanish and bilingual teaching; undergraduate and graduate financial aid opportunities for minority students.

Estela Mara McDonnell, Counselor. B.A., M.A., Student Personnel Services, Montclair State College. Interests: National Teacher Corps; bilingual teaching; English as a Second Language; community and youth organization; language skills development.

Cleo McNally, Teaching Assistant. Ph.D. candidate at Rutgers. Interests: reading and writing skill development.

Lola Rozier, Counselor. B.A., Southern Illinois University; M.A., doctoral work in reading, University of Illinois. Interests: elementary teaching; special education; child development and counseling.

Karl E. Russell-Brown, Instructor. B.S., Central State College. Interests: group and individual tutoring in biology; development of audio-visual materials in biology; cell biology. Author: *Size Restriction on Peptide Utilization in E. Coli*; *Density Gradient Centrifugation for the Separation of Sporulating Forms of Bacteria*.

Barbara Schnayer, Instructor and Counselor. B.A., City College of New York; M.A. (Special Education), Teachers College, Columbia. Interests: secondary and college teaching of American history and political science; work with emotionally disturbed and retarded students; psychological counseling. Taught in Appalachia. (Joint appointment with Counseling Service.)

Judith M. Slaughter, Instructor and Supervising Counselor. B.A., M.Ed. (Ed. Psych.), University of Illinois; post-Master's work in curriculum development and teacher training, Univ. of Illinois; and foundations of counseling, Rutgers. Interests: teaching; social case work; teacher supervision; teacher training workshops; education consulting; counseling.

Louisa Moss West, Counselor. B.A., Fisk University; graduate work in psychology, University of Pennsylvania. Interests: teaching, social case work; supervision of community social agencies, with particular emphasis on parent participation in Headstart and similar programs; currently, recruiting professional scientists as volunteer tutors for Livingston students.

Armin Wilson, Instructor. Ph.D.

Courses

BASIC WRITING SKILLS (English) 02:350:135, 136

FOUNDATIONS OF BIOLOGY (Biology) 02:120:111, 112

FUNDAMENTAL CONCEPTS IN MODERN COLLEGE
MATHEMATICS (Cr. 4) 02:090:118
Burns

This course is an introduction to the basic concepts underlying mathematical operations. The course will include a review of fractions and fundamental operations introduction to sets, signed numbers, properties of the real number system, solution of first degree equations, an introduction to functions, inequalities, and operations with polynomials. This course is primarily for students who have not completed two years of algebra in high school. Others may qualify by placement test during the first week of classes.

INTRODUCTION TO APPLIED MATHEMATICS 02:090:119
Aminzia

Prerequisite: two years of high school algebra and geometry or 090:118.

In addition to reviewing and reinforcing fundamental concepts of modern mathematics, this course will introduce the student to the following: solutions of systems of linear open sentences; functions and sequences; special factoring and products; rational and irrational as well as complex numbers; quadratic equations and functions; exponential and logarithmic functions; use of mathematical tables; trigonometric functions and identities.

INTRODUCTION TO APPLIED MATHEMATICS 02:090:120

Aminzia and Eng

A continuation of 090:119.

READING DYNAMICS 02:090:121, 122
Staff

Reading dynamics is designed to increase a student's effectiveness and flexibility. It accomplishes this by: improving reading rate; raising comprehension and retention levels; improving critical listening abilities; systematic study techniques; and the integration of these associated skills. During the course, all types of prose writings are used, analyzed and evaluated: text, biography, novel, nonfiction, periodicals.

INTRODUCTORY APPLIED MATHEMATICS 02:090:124
Eng

Language, graph, and operations of sets; functions and relations; trigonometric functions; exponential and logarithmic functions; complex number system and its vector representation; operations on complex numbers in trigonometric; exponential, polar and vector form; matrices and matrix methods; sequences and series; intuitive integration and differentiation. The emphasis is on basic algebraic principles as related to these topics. Computer techniques and programs will be used to increase the understanding of mathematical concepts.

The course is intended for students with some knowledge of intermediate algebra, and who are intending to take calculus or Introductory Computer Oriented Mathematics 198:105.

AFRO-AMERICAN AND
AFRICAN STUDIES

The Department of Afro-American Studies and the African Studies Program have been developed as two interlocking areas of scholarly inquiry. The combined program of study is concerned with the local imperatives as well as the international extension of the Black experience. The African diaspora has created its own necessities. Therefore, in each of these areas of study there are three basic components: (1) continental Africa; (2) African intrusion into the Caribbean; and (3) African intrusion into the United States. The African Studies Program will start in Africa, then branch out into the Caribbean and the United States. Afro-American Studies will start in the United States and reach out to Africa and the Caribbean.

In addition to the departmental courses, a substantial number of courses in Afro-American and African Studies is offered in the various departments of Livingston. Full descriptions of the faculty and related courses listed below may be found in the appropriate departmental sections of this catalogue.

Afro-American Studies

The goals of the program being developed by the department are presently in an embryonic state. At the present stage of growth one of the goals of the department is to stimulate,



from a new perspective, the development of analytic skills in a number of academic areas. Another goal is to analyze critically the body of knowledge already available regarding the Black experience, then proceed to collect, synthesize and create new knowledge of this experience on the local, national, and international strata.

A program of study in the department will be pursued together with an emphasis upon or a major in another discipline such as history, political science, sociology, music, education, philosophy, or literature. Each student in the department will be required to take four core courses, two of which must be: (1) An Introduction to Afro-American Studies; and (2) Geography of Culture and Development. The two remaining courses shall be determined in consultation with a departmental adviser. Beyond these four core courses, each student will be required to take a minimum of six courses in the program of study offered by the department.

Committee on Afro-American Studies

Jan Carew, Visiting Professor of Comparative Literature and Committee Chairman.

Bernard L. Charles, Dean of Academic Affairs.

Ernest Dunn, Director of African Studies.

Melvin Gary, Assistant Professor, Psychology.

Gwendolyn Hall, Assistant Professor, History.

Jerome C. Harris, Assistant to the Dean of Academic Affairs.

Cliff Lashley, Assistant Professor, Afro-American Studies.

Jacob Ndlovu, Assistant Professor, Urban Teacher Education and Afro-American Studies.

Edward Scobie, Assistant Professor, Afro-American Studies.

Willie J. Smith, Associate Professor, Community Development.

Robert L. Taliaferro, Assistant Professor, Community Development.

Students: Carlos Roche, Nearo Williams, Roger Newman, Caridad LaBoy.

Faculty

Jan Carew, Professor and Chairman. Senior School Certificate Examination, University of Cambridge. Author: *Black Midas; The Wild Coast; The Last Barbarian; Moscow Is Not My Mecca; University of Hunger*. Former Minister of Culture, Government of British Guiana.

Cliff Lashley, Assistant Professor. B.A., University of the West Indies; M.A., University of Western Ontario; School of Librarianship, Northwestern Polytechnic, London. Formerly: Assistant Librarian, University of the West Indies; Reference Librarian, University of Western Ontario; Teaching Master, Seneca College, Willowdale, Ontario. Interests: West Indian literature; bibliography of the West Indies.

Jacob J. Mtengwa Ndlovu, Assistant Professor in Afro-American Studies and Urban Teacher Education. Senior Certificate, Matric Exemption, University of South Africa; Diploma in Theology, London University; B.D., Princeton Theological Seminary; Ed.D. candidate, Rutgers Graduate School of Education.

Edward Scobie, Assistant Professor. Senior School Certificate Examination, University of Cambridge. Editor: *Caribbean Voices*, British Broadcasting Company. Editor: *Dominica Herald*. Presently: Mayor, Dominica.

Courses

INTRODUCTION TO AFRO-AMERICAN
STUDIES (Cr. 4) Fall, Spring 02:014:103, 104
Lashley

An analytical exploration of the Afro-American heritage in search of a usable past.

PROFILES OF FORGOTTEN BLACK HEROES (Cr. 4)
Scobie Spring 02:014:258

The canvas of forgotten Black heroes is rich with personalities who deserve recognition. The broad historical, political, racial, and economic background of each individual will be sketched as a backdrop for an in-depth portrait of each man. Prevailing racial attitudes and the general philosophy and influences of the time will be examined so as to lend the proper perspective to each portrait, and to display accurately the heroic dimensions of each figure.

INDEPENDENT STUDY A (Cr. 4) 02:014:296
Staff

Directed reading and research may be done on an independent study basis with the approval of the department and special permission from the faculty member who agrees to supervise the course.

WEST INDIAN LITERATURE AND CULTURE (Cr. 4)
Lashley Spring 02:014:310

A study of selected works by West Indian poets, novelists, and playwrights in the context of West Indian culture as presented by West Indian historians and social scientists.

The aim is to give the student a fuller understanding of another New World society which is at once similar to his in some of its racial and cultural problems and yet ultimately foreign.

THE AFRICAN LEGACY IN SOCIAL
PHILOSOPHY (Cr. 4) Given both semesters 02:014:319
Ndlovu

An introductory course offered both semesters. The course will deal with: African concepts of man, life, and land; the African world view; the African religious orientation; and some aspects of African and Afro-American history.

BLACK AESTHETIC: PROBLEMS IN THE
CRITICISM OF AFRO-AMERICAN LITERATURE
AND ART (Cr. 4) Fall 02:014:451
Lashley

Afro-American literature and art is in luxuriant bloom but there is not enough Afro-American criticism. The urgent need is to articulate a Black aesthetic. This course will attempt to articulate the problems of criticizing Afro-American literature and to solve these problems. Topics to be studied include: the psychology of the Afro-American's response to literature, the language of the Afro-American and its expressive possibilities; the effect of the sociology of Afro-American literature on its content, dissemination and reception; and the ethical emphasis of Afro-American literature. There will be reference to similar problems in criticizing art.

RESEARCH TECHNIQUES IN AFRO-AMERICAN
HISTORY (Cr. 4) Spring 02:014:470
Lashley and Scobie

This course introduces the student to the peculiar problems of Afro-American historical research and enables him to

begin such research. Materials on Ira Aldridge will be presented as a concrete example of collecting and using such research. The course will also deal with general bibliographical and archival techniques and the relevant printed archival and library resources in the New York area.

INDEPENDENT STUDY B (Cr. 4) 02:014:496
Staff

Prerequisite: upper class standing.

Directed reading in an area to be chosen in consultation with the adviser to undergraduates, preferably in connection with a research project. Special permission is required from the faculty member who agrees to supervise the work.

Related Courses

INTRODUCTION TO AFRICAN FOLKLORE (Foreign Languages, Literatures and Linguistics)	02:013:111
THIRD WORLD LITERATURE AND POLITICAL PHILOSOPHY (Foreign Languages, Literatures and Linguistics)	02:013:210, 211
INTRODUCTION TO AFRICAN LITERATURE (Foreign Languages, Literatures and Linguistics)	02:013:305
WOODCARVING (Art)	02:080:180
READING DYNAMICS (College Course)	02:090:121
SCIENCE FOR THE THIRD WORLD (College Course)	02:090:209
IDEOLOGY AND THE BLACK REVOLUTION (College Course)	02:090:215
PHILOSOPHY OF SOCIETY: CLASS AND RACE (College Course)	02:090:216
CREATIVE WRITING (English)	02:350:111

BASIC WRITING SKILLS (English)	02:350:135, 136
WORKSHOP: LANGUAGE ARTS TRAINING (English)	02:350:228
ADVANCED CREATIVE WRITING (English)	02:350:327
BLACK MAN AND RED MAN IN AMERICAN LITERATURE (English)	02:352:219
LITERATURE OF THE PEOPLES OF COLOR (English)	02:352:227, 228
BLACK AUTOBIOGRAPHY (English)	02:352:234
MODERN BLACK WRITERS (English)	02:352:236
BLACK AND THIRD WORLD POETRY (English)	02:352:247
GEOGRAPHY OF CULTURE AND DEVELOPMENT (Geography)	02:450:250
HISTORY OF THE BLACK AMERICAN (History)	02:510:305
WEST AFRICA IN THE NINETEENTH AND TWENTIETH CENTURIES (History)	02:510:415
HISTORY OF SOUTHERN AND CENTRAL AFRICA (History)	02:510:416
HISTORY OF AFRO-AMERICAN MUSIC (Art)	02:700:119
AFRO-AMERICAN AND U.S. POLITICS (Political Science)	02:790:216
POWER IN AMERICAN SOCIETY (Political Science)	02:790:216
AFRICAN SOCIALISM (Sociology)	02:920:305
NATION-BUILDING AND NATIONALISM (Sociology)	02:920:309

African Studies Program

The African Studies Program has been designed to meet the needs of: (1) students who desire a major concentration in the area; (2) students in the related field of Afro-American Studies; and (3) students who simply wish to take courses in the area.

For those students wishing to major in African Studies courses of study will be designed in coordination with the African Studies adviser. The particular shape of the student's concentration of courses will be determined in part by his particular interests in the field. The nature of the program will also be determined by a small nucleus of courses which will provide each major with a good inclusive understanding of continental African culture. This nucleus will include: (1) an African language; (2) African political thought; (3) cultural anthropology; and (4) African history.

In addition to these core courses, students will be able to pursue courses in the area of the arts, literature, music and dance, the social sciences, sociology, psychology, economics, linguistics, and geography. African Studies is also developing the kind of program which will provide for students who are majoring in a particular field such as history but who wish to emphasize African history. In addition to the courses listed below, which are offered at Livingston, a number of courses will be available at Rutgers and Douglass Colleges. It is anticipated that the coordinated offerings will be extensive and that the student interested in these areas will be able to choose a major of both breadth and specific focus.

Faculty Committee

Ernest F. Dunn, Chairman, Assistant Professor and Chairman of Foreign Languages, Literatures and Linguistics.

Abraham Bekele, Instructor in Sociology.

Jan Carew, Professor of Afro-American and Caribbean Literature.

Badi F. Foster, Assistant Professor of Political Science.

Irving Gershenberg, Assistant Professor of Economics.

Gwendolyn Hall, Assistant Professor of History.

Neils Hesse, Research Assistant in African Studies.

Allen M. Howard, Assistant Professor of History.

Sylvia Kinney, Assistant Professor of Anthropology and Music.

Barbara Lewis, Assistant Professor of Political Science.

Chet Lancaster, Assistant Professor of Anthropology.

Jacob J. Ndlovu, Assistant Professor of Education and Afro-American Studies.

Robert A. Obudho, Instructor in Geography.

George Preston, Assistant Professor of Art.

Ibrahim Noor Shariff, Instructor in Kiswahili and Art.

Courses

Course descriptions are to be found under departmental listings.

ELEMENTARY HAUSA (Foreign Languages,
Literatures and Linguistics) 02:013:101, 102

ELEMENTARY KISWAHILI (Foreign Languages,
Literatures and Linguistics) 02:013:105, 106

AFRICAN FOLKLORE IN TRANSLATION
(Foreign Languages, Literatures and
Linguistics) 02:013:111

INTERMEDIATE HAUSA (Foreign Languages, Literatures and Linguistics)	02:013:131, 132
AFRICAN LITERATURE IN TRANSLATION (Foreign Languages, Literatures and Linguistics)	02:013:201
THIRD WORLD LITERATURE AND POLITICAL PHILOSOPHY (Foreign Languages, Literatures and Linguistics)	02:013:210
WASWAHILI (Foreign Languages, Literatures and Linguistics)	02:013:214
AFRICAN LINGUISTICS (Foreign Languages, Literatures and Linguistics)	02:013:301
AFRICAN ARTS (Anthropology)	02:070:226, 227
INTRODUCTION TO ETHNOMUSICOLOGY (Anthropology)	02:070:305
PEOPLES AND CULTURES OF SUB-SAHARAN AFRICA (Anthropology)	02:070:416
SURVEY OF TRADITIONAL ARTS OF AFRICA, THE CARIBBEAN, AND THE PACIFIC (Art)	02:080:237, 238
ART OF BLACK AFRICA (Art)	02:080:371
SCIENCE FOR THE THIRD WORLD (College Courses)	02:090:209
POLITICAL ECONOMICS OF AFRICA (College Courses)	02:090:228
GEOGRAPHY OF CULTURE (Geography)	02:450:250
DEMOGRAPHY IN AFRICA (Geography)	02:450:490
STUDIES IN HISTORY: AFRICA (History)	02:510:109, 110
URBANIZATION AND SOCIETY IN THE THIRD WORLD (History)	02:510:234
RESISTANCE TO COLONIALISM IN AFRICA (History)	02:510:236
THE AFRICAN EXPERIENCE IN AMERICA (History)	02:510:379, 380

STUDIES IN HISTORY: AFRICA (History)	02:510:109, 110
AFRICAN POLITICAL DEVELOPMENT (Political Science)	02:790:219
AFRICAN POLITICAL THOUGHT (Political Science)	02:790:226
AFRICAN SOCIALISM (Sociology)	02:920:305
CONTEMPORARY INTERNATIONAL DEVELOPMENT (Sociology)	02:920:403



ANTHROPOLOGY

The focus of the department will be on man as a species and on human behavior and society as the end products of evolution. Areas of special interest: social structure and organization with special reference to kinship; human origins and the evolution of behavior; primatology and animal sociology; psychological anthropology; political anthropology and analysis of state systems; urban anthropology; and ethnomusicology.

Students who wish to major in anthropology will be expected to complete at least eight courses acceptable to the department. At least four of these must be courses in anthropology at the 300-level or above. Related offerings in sociology, biology, psychology and linguistics may be counted in part toward the major and students will be encouraged to take such courses.

The college course, *Man, Race and Culture* (02:090:107, 108) forms an excellent introduction to the major, and elementary human biology, while not required, would be useful. *Man and Society* (02:070:217) represents an introduction to cultural anthropology.

Students majoring in anthropology will be required to submit a major paper demonstrating the capacity to synthesize material in this field.

Faculty

Margaret K. Bacon, Associate Professor and Departmental Executive Officer. B.A., Purdue University; M.A., Ph.D., Brown University. Interests: psychological anthropology; patterns of child-rearing. Author: *Teen-Age Drinking; A Cross-cultural Survey of Some Sex Differences in Socialization; A Cross-cultural Study of Correlates of Crime.*

Yehudi A. Cohen, Professor. B.A., Brooklyn College; Ph.D., Yale. Interests: culture and personality, state systems, adaptation; the Caribbean, Middle East, and Okinawa. Author: *Social Structure and Personality; The Transition from Childhood to Adolescence: Cross-Cultural Studies of Initiation Ceremonies, Legal Systems, and Incest Taboos.* Editor: *Man in Adaptation: The Biosocial Background; Man in Adaptation: The Cultural Present, and Man in Adaptation: The Institutional Framework.*

Mark D. Dornstreich, Assistant Professor. B.A., University of Pennsylvania; Ph.D., Columbia University. Interests: human ecology; tropical rain forest societies; contemporary implications of anthropology. Author: *Food Ecology of the Gadio Enga, Mid-montane New Guinea; The nutritional value of cannibalism; A Comment on lowland Maya subsistence.*

Robin Fox, Professor. B.S., Ph.D., London University. Interests: kinship and marriage; animal sociology; human origins. Author: *Kinship and Marriage: An Anthropological Perspective; The Keresan Bridge: A Problem in Pueblo Ethnology; The Imperial Animal.*

Vera M. Green, Associate Professor. B.A., Roosevelt College; M.A., Columbia University; Ph.D., University of Arizona. Interests: cultural anthropology; community development; racial and ethnic attitudes. Author: *Methodological Problems Involved in the Study of the Aruban Family; The Confrontation of Diversity Within the Black Community.*

Sylvia Kinney, Assistant Professor of Anthropology and Music. M.A., Wayne State. Interests: ethnomusicology; West Africa. Author: *Drummers in Dagbon; Africanisms in Music and Dance of the Americas*.

Chet Lancaster, Assistant Professor. B.A., Harvard; Ph.D., University of California, Berkeley. Interests: social and economic anthropology; Africa. Author: *The Evolution of Hunting; Reciprocity, Redistribution and the Male Life Cycle; The Economics of Social Organization*. Editor: *Relevance Now*.

Jane Lancaster, Associate Professor. B.A., Wellesley; Ph.D., University of California, Berkeley. Interests: physical anthropology; primatology. Author: *Primate Communication Systems and the Emergence of Human Language; On the Evolution of Tool-using Behavior; Play-mothering Among Vervet Monkeys*.

Warren Shapiro, Assistant Professor. B.A., Brooklyn College; M.A., Chicago; Ph.D., Australian National University. Interests: social organization; classification and symbolism; ethnographic theory; aboriginal Australia. Author: *Miwuyt Marriage: Social Structural Aspects of the Bestowal of Females in North-east Arnhem Land; Local Exogamy and the Wife's Mother in Aboriginal Australia; The Ethnography of Two-Section Systems; Patri-Groups, Patri-Categories, and Section in Australian Aboriginal Social Classification*.

Lionel Tiger, Associate Professor, Director of Graduate Studies. B.A., M.A., McGill University; Ph.D., London University. Interests: political structures; male behavior. Author: *Men in Groups; The Imperial Animal; Bureaucracy and Urban Symbol Systems; Dominance in Human Societies; Biological Fabianism; The Possible Biological Origins of Sexual Discrimination*.

Corinne Black, Teaching Assistant. B.A., Connecticut College.

James Chisholm, Teaching Assistant. B.A., Wesleyan University.

James Danilovitz, Teaching Assistant. B.S., Penn. State University.

Henry Kedenburg, Teaching Assistant. A.B., Princeton.

Christopher Kocher, Teaching Assistant. A.B., University of Pennsylvania.

Julius Miller, Teaching Assistant. B.A., University of New Mexico; Ph.D., Rutgers.

Robert O'Keefe, Teaching Assistant. B.A., Princeton University.

Janet Pollak, Teaching Assistant. A.B., Douglass College.

Michele Teitelbaum, Teaching Assistant. A.B., Hunter College.

Faculty from Other Departments and Schools

John Pfeiffer, Adjunct Professor. B.A., Yale. Interests: neurophysiology; human origins; origins of agriculture. Author: *The Human Brain; The Emergence of Man*.

Norman A. Walensky, Assistant Professor (Biology). Ph.D., George Washington University. Interests: physical anthropology; human biology; anatomy.

Courses

MAN, RACE AND CULTURE (Cr. 4, 4)

C. and J. Lancaster Fall, Spring 02:090:107-108

Prerequisite: 107 is prerequisite for 108.

The first third of this full year course will introduce man as a living organism and the product of evolution. Lectures will present material on the theory of the evolutionary process of adaptation and the fossil record of human history. Evidence

from the fossil record will be used to reconstruct the evolutionary development of major human behavior patterns such as tool-using, hunting, language, bipedalism, the division of labor, and life in social groups. The course will develop a viewpoint on modern man as the product of millions of years of evolution now living in a physical and social environment to which he may not be fully adapted. The remaining two-thirds of the course will deal with special topics in human behavior such as socialization, sex and sex roles, marriage and the family, social control, aggression, war, and others. Each of these topics will be taken up in turn and discussed from different scientific perspectives and levels of analysis. For example, a topic such as aggression will be discussed in terms of the neurophysiology of aggression, aggression and territoriality in nonhuman primate societies, dominance, social control, and conflict and war in modern human societies. The need to view man from both a biological and social perspective will be emphasized, for his behavior is the product of evolutionary adaptations affecting both biology and behavior. Students will be expected to take both halves of the course. Taken as a whole the course forms a base for students interested in the biological aspects of human behavior in society and is a good preparation for prospective anthropology and biology majors, for premedical students, and for students in the social sciences. The class meetings will be divided into two lectures per week as well as one weekly meeting in a small discussion group. The midterm and final exams for each semester will be take-home, essay exams. A short research paper may be required at the end of the year.

INDIANS OF NORTH AMERICA (Cr. 4)

02:070:207

Staff

In 1500, European explorers found the North American continent occupied by a rich diversity of indigenous cultures, to which they applied the collective term "Indians." The next

four centuries were a period of wholesale destruction of these cultures. Today Indian life and power is experiencing a resurgence. This course will examine, through lectures, readings and films, the ways of life of the North American Indians and Eskimos. We will discuss their history, languages, economic bases, social forms, and belief systems. In addition, each student will choose an Indian society and concentrate on the study of its culture. The goal of the course is to provide a richer understanding of the ecologies, societies and religions of North America before Columbus.

INDIAN PEOPLES OF THE NORTHEAST (Cr. 4)

Dornstreich

Spring 02:070:210

This course is devoted to studying the many Indian societies of northeastern North America, from the mid-Atlantic States to eastern Canada and west as far as the Great Lakes. We will consider each group of people from many points of view; for example: their traditional crafts; subsistence activities; organization of social life; view of nature and man; ritual performance; and aesthetic accomplishments. These various aspects of Indian life will also be related to utilization of different northeastern environments by Indian peoples. A second major focus of the course will be on the contemporary life of northeastern Indian groups: their post-contact history and forced dispersal; reservation life; and the current status of Indian political movements. We will study all of these topics in several ways: through reading programs; by actual visits to Indian archaeological sites and relatively undisturbed local environments; by trips to museums and historical societies and, if possible, to present-day Indian communities.

AFRICAN MUSIC AND DANCE (Cr. 4)

(Music)

Fall 02:700:215

MAN AND SOCIETY (Cr. 4)

Fall 02:070:217

Shapiro

An inquiry into the "basic" characteristics of social man through coverage of the following fields: comparative ethnography; structural linguistics; prehistoric archeology; primate and child behavior; the study of small groups; and the study of behavior in "stress" situations. Readings will include not only conventional materials from anthropology, sociology, and psychology, but also such fictional explorations as Golding's *Lord of the Flies* and Selby's *Last Exit to Brooklyn*.

INDEPENDENT STUDY A (Cr. 4, 4)

Staff

Fall, Spring 02:070:223, 224

Directed reading and research may be done on an independent study basis, with the approval of the department and special permission from the faculty member who agrees to supervise the course. Special forms are available for this purpose.

CHILDHOOD AND CULTURE (Cr. 4)

Spring 02:070:228

Bacon

This course is to be divided into two parts. Both parts may be taken for a total of four hours credit, or either part may be taken for two credits only. Part I will explore the experience of childhood in a wide-ranging sample of societies, both primitive and contemporary. Patterns of child rearing will be examined, both as parental adjustments to the demands of subsistence and as molding influences in the lives of children. Selected cross-cultural studies of social learning will be considered in some detail. Part II will be more methodological in orientation. An introduction to basic research methods in the study of child behavior will be followed by a critical review of ethnic and class differences in child rearing and their possible relation to patterns of learning and adjustment.

PRIMITIVE SUBSISTENCE ECONOMIES (Cr. 4)

Dornstreich

Fall 02:070:235

Consideration of the general topic of subsistence of economy in anthropological studies. Detailed examination of various primitive economies, including: hunting and gathering; tropical horticulture; and pastoral nomadism; with particular attention to the implication of food gathering patterns for other aspects of society.

HUNTERS AND GATHERERS (Cr. 4)

02:070:239

Staff

A search for the roots of modern society in the study of the hunting and gathering peoples of the world including Eskimo, Kalahari bushmen, Congo pygmies and Australian aborigines. [Not given in 1972-73.]

THE ANTHROPOLOGICAL STUDY OF
IMPERIALISM (Cr. 4)

02:070:242

Staff

This course examines the impact of capitalism, colonialism and imperialism on the peoples of the Third World. Starting from an examination of the map of the world in 1492 we go on to consider the age of exploration in relation to the rise of capitalism. Lenin's and Hobson's theories of imperialism are then considered. The impact of imperialism on the peoples who have been the traditional subject matter of anthropology is studied, using detailed case histories, such as: the extermination of the Tasmanian aborigines, the development of the African slave trade, and the growth of peasantry in the New World. The course concludes with an examination of the reactions to conquest in the form of case studies of native resistance to imperialism such as religious movements, armed resistance, and wars of liberation. [Not given in 1972-73.]

INTRODUCTION TO ETHNOMUSICOLOGY (Cr. 4)

Kinney Given both semesters 02:070:305

The methods, aims and findings of the study of traditional music and dance with special reference to Africa. The role of music in culture, stability and change, particularly in respect to the process of acculturation; the stylistic features and comparative analyses of selected musical areas, instrumentation and research methods will be stressed.

AUSTRALIAN ABORIGINES (Cr. 4)

Shapiro 02:070:308

This course is concerned with the traditional cultures of the aboriginal peoples of Australia. It deals only tangentially with conditions resulting from European contact. Special emphasis is placed upon social classification, ritual symbolism, and the significance of Australian ethnography in the development of anthropological thought. [Not given in 1972-73.]

COMPARATIVE RELIGION (Cr. 4)

Cohen 02:070:310

Prerequisite: 02:070:217.

A study of the tribal and folk religions of the world in reference to their social context. Special attention is given to the socio-political and economic accompaniments of tribal and folk religions at different stages of social evolution. [Not given in 1972-73.]

AFRICAN ARTS (Cr. 4, 4)

Kinney 02:070:326, 327

The emphasis of this seminar will be on the integration of the arts in African societies. Musicians, their instruments and

music; dance as a form of movement and costuming; plastic arts including dance masks and figurines; design motifs and crafts; and literature will be discussed from the ethnological and aesthetic points of view. [Not given in 1972-73.]

FAMILIES (Cr. 4)

Dornstreich

Spring 02:070:332

Prerequisite: permission of instructor.

This course will have three related parts which are intended to yield a logical development of interest and understanding:

a) An anthropological, principally cross-cultural, view of family types and of family organization among traditional societies. This examination will focus on: child-rearing and the development of sex roles; economic division of labor and family activities; and the nature of social interaction among family members.

b) A critique of the modern western family, considering both historical developments and contemporary aspects.

c) A consideration of alternatives to the modern western family, including both American "utopian communities" and, more importantly, present-day intentional communities.

During the course we will be considering our individual family backgrounds, and living experiences. Because of this, students having an interest in alternatives to the American nuclear family will be especially welcome. To further this examination we will make visits to several area communes.

CONTEMPORARY CIVILIZATION (Cr. 4)

Cohen

02:070:346

Prerequisite: 02:070:217.

The course will examine the adaptations within different social systems to their participation in intersocietal or civilizational networks. It begins with the emergence of civilization as a unique form of intersocietal networks in the ancient world,

as in Mesopotamia and China and Japan. It then goes on to apply the principles of these to contemporary civilization in order to learn which aspects of civilizational patterns have remained unchanged and which have been newly developed in response to the unique industrial bases of contemporary civilizations. Special emphasis is placed on legal and political forms. [Not given in 1972-73.]

TROPICAL PEOPLES (Cr. 4)

02:070:348

Dornstreich

This course will examine subsistence level societies found in the world's tropical rain forests, including those of tropical Africa, lowland South America, Indo-Malaysia, Southeast Asia, and Melanesia. While diverse aspects of life in the rain forest will be considered, special attention will be devoted to the way in which societies adjust to a tropical environment. The course will also examine the bases for similarities in the adaptation and evolution of tropical rain forest societies. [Not given in 1972-73.]

CULTURE AND PERSONALITY (Cr. 4)

02:070:407

Cohen

Prerequisite: background in anthropology and psychology.

The relation between social and cultural systems and psychological processes among members of different groups. The course stresses questions of identity, perception and motivational patterns. An attempt is made to view changes in these as accompaniments of socio-technological evolution. [Not given in 1972-73.]

PRIMATOLOGY AND HUMAN EVOLUTION (Cr. 4)

J. Lancaster

Spring 02:070:408

Prerequisites: both halves of 02:070:107, 108 or permission of the instructor.

Anatomy, behavior and evolution of the primates, with special reference to: social behavior; the evolution of the hominids; and the emergence of modern man. The major focus of the course will be on the evolution of social life among the primates. Lectures will cover such topics as: learning, socialization, sexual behavior, dominance, aggression, territoriality, social alliances, communication, and ecology of primate societies. Social behavior will be seen as the major adaptive mechanism by which primates exploit their environment. The work for the course will include a short research paper.

HISTORY OF ANTHROPOLOGY (Cr. 4)

02:070:409

Shapiro

Prerequisite: one course in anthropology or permission of the instructor.

The development of anthropology from the publication of Morgan's *Systems of Consanguinity and Affinity* (1871) to that of Murdock's *Social Structure* (1949).

INTRODUCTION TO SOCIAL ORGANIZATION (Cr. 4)

Shapiro

02:070:411

Prerequisite: one course in anthropology or permission of the instructor.

The principles of social organization found in all known human societies: locality, age, sex, kinship and marriage, comradeship, and personal attributes. Emphasis is placed upon native categories rather than their behavioral entailments, and upon the evolution of forms of social classification. Designed primarily for students who intend to go further into cultural anthropology or a related field.

PEOPLES AND CULTURES OF SUB-SAHARAN

AFRICA (Cr. 4)

Fall 02:070:412

C. Lancaster

Prerequisite: permission of the instructor.

This is an "area" course, traditional in anthropology departments, in which emphasis is placed on ethnographic description of the human situation in a particular region of the world rather than on anthropological history and theory, though it will be seen that Africa has shaped anthropological thought more than any other area. Time limits coverage to Africa south of the Sahara, nor will there be much time to explore directly the old colonial structure, the new nation-states, and recent changes. This is a lecture course about the traditional, non-Western, African experience. Major lecture topics include: social geography; subsistence patterns; early and 19th century history; pre-Colonial states; African political and cultural systems; law; the family; magic, witchcraft, sorcery and religion. The readings support the lectures and the course introduces many of the better known peoples of West, East, Central and Southern Africa. Students are responsible for both the lectures and readings; the essay exams for the mid-term and final are take-homes. Designed as part of a general undergraduate education; anthropology majors and graduates may elect to add an appropriate paper.

LANGUAGE AND CULTURE (Cr. 4) 02:070:414
Staff

The complex interrelations between language and behavior in the cultural context; historical and developmental linguistics.

RECENT DEVELOPMENTS IN ANTHROPOLOGY (Cr. 4)
Shapiro Spring 02:070:416

Developments in anthropology during the last two decades.

INDIANS OF THE SOUTHWEST (Cr. 4) 02:070:420
Miller

Prerequisite: background in anthropology.

The course will be limited to a discussion of the native inhabitants of Arizona and New Mexico. It will be particularly

concerned with the Pueblos, Pimas, and Yumans. If time permits, the Navajo, Apache, and Yaqui will be included. Each culture will be introduced in terms of its archaeology and the personality of its ethnographer. Then cultural details will be presented; for example: language, social organization, handicrafts, and ideology. Whenever possible, ties between economy and ideology will be examined. Students will be asked to demonstrate competence in handling the data presented.

ELEMENTS OF SOCIAL ORGANIZATION (Cr. 4)

Cohen

Fall 02:070:421

Designed primarily for students concentrating in social or cultural anthropology, this course deals with the major institutional building-blocks of society—household organization, kinship, law, religion, production, and distribution—from the point of view of the principles that integrate them into unified systems of social relations. Unlike 02:070:411, however, native categories and forms of social classification are largely disregarded. Instead, emphasis is placed on the elements that lead to change in a society's core institutions and in the rest of its behavioral entailments. The perspective is that of the observer as social historian. Ethnographic examples are drawn from all areas at all stages of cultural development, but special attention is devoted to American society.

CROSS-CULTURAL RESEARCH: METHODS AND
FINDINGS (Cr. 4)

Fall 02:070:425

Bacon

Prerequisite: permission of the instructor.

This will be a combined discussion and laboratory course. It will be concerned with the cross-cultural method in the field of psychological anthropology and the body of research that has evolved from its use. In addition to participation in discussion, each student will be expected to participate in a minor research project in the human relations area files.

CULTURAL CONTEXTS OF MATURATION

Cohen

Spring 02:070:420

This course focuses on the ways in which adults and children are organized for socialization and education purposes, to learn how these organizations of socialization and education activities fit with the rest of society's institutions. No attempts are made to learn whether early experiences have effects on later behavior. Rather, these activities are treated in the same way that kinship, law, production, and distribution are treated as organized behaviors.

SEX ROLES AND SOCIAL STRUCTURE (Cr. 4) 02:070:450

Fox and Tiger

Prerequisites: two courses in anthropology.

An introduction to the evolution of sexual differences and the implications of these for the ordering of social, economic and political relationships in contemporary society. The emphasis will be on cross-cultural comparison and on the adaptive and maladaptive features of sociosexual patterns. The course will be structured as follows: sex differences in the primates; the effect of the transition to hunting on sexual selection; the transition from breeding systems to kinship systems; unisexual bonds; heterosexual bonds; sexual socialization; sexual division of labor in economic and family life; sex and the power structure; and patterns of change and rigidity in the established sex role patterns. [Not given in 1972-73.]

SENIOR SEMINAR (Cr. 4, 4) Fall, Spring 02:070:491, 492

Staff

For majors who want to go on to graduate school.

INDEPENDENT STUDY B (Cr. 4, 4)

Staff

Fall, Spring 02:070:495, 496

Prerequisite: upperclass standing.

Directed reading in an area to be chosen in consultation with the departmental adviser to undergraduates, preferably in connection with a research project. Obtain special permission from the faculty member who agrees to supervise the course. Special forms are available for this purpose.

ARTS AND MUSIC

The arts and music program is centered around workshops and seminars in which a student can explore the materials, objects, sounds, images, and places which are the raw material of creative work. The program seeks to develop skills through training the student's eye, ear, hand and mind.

The visual arts program has three aspects. First, there are workshops which focus on specific media and skills, such as drawing, painting, sculpture, ceramics, film, photography, and graphics.

Second, art history courses with three accents are offered: (1) the traditional arts of non-Western cultures, especially those of Africa, Pre-Columbian America, the Caribbean, and Oceania; (2) the problems of modern art; and (3) the folk and popular arts of both non-Western and Western peoples.

Third, the visual arts program seeks to combine studio work and art history. Each media workshop includes analysis and critical discussion leading to an awareness of history. So too, art history courses lead back to the immediacy of creation. Further, courses have been developed to connect art with anthropological, political and philosophical questioning (e.g., Ritual, Place, Utopia). These combine seminar analysis with workshop activities.

Each student should develop a specific program worked out with his adviser. At this time there are







no required courses or required sequences for an art major. Rather, each student should find a studio area for concentration and then work out a balanced cluster of other studio courses and related historical and seminar topics. Students wishing to accent art history will find that a full program can be planned by taking advance art history courses at Rutgers College.

The music program has similar interrelated accents: (1) music making, ensemble playing and composition; and (2) history and theory courses which study both Western and non-Western musical traditions, with attention paid to folk, popular and experimental music as well as to the traditionally acknowledged classics. The program will also offer music courses that relate to other arts, to movement and speech, as well as to other disciplines, especially those required for teaching.

The arts and music program is designed to serve both majors and non-majors. Majors will be required to take a minimum of ten courses in the program. They will be encouraged to take courses in other arts: in theatre, in dance and in literature; also, to study those social sciences which may help them to formulate their artistic aims and to deepen their involvement in the critical social questions to which they will bear witness.

Faculty

Daniel Newman, Associate Professor of Art and English and Chairman. B.A., Bard College. Interests: painting, theatre and American studies. Exhibitions in over twenty one-man shows, including nine in New York City since 1956. Over 450 paintings in museum and private collections. Guggenheim Foundation Grant in 1961. Director of Young People's Theatre, 1954-61; lecturer in English at Middlebury College, 1966-68. Exhibition consultant to New York State Council of the Arts, 1968-70.

Robert T. Cooke, Assistant Professor of Art. B.A., Newark State College; M.F.A., Cranbrook Academy of Art, Bloomfield Hills, Michigan. Interests: ceramics and sculpture. Recipient of numerous awards and scholarships. Represented in Cranbrook Museum's permanent collection and several private collections.

Brian Dallow, Assistant Instructor in Music. L.R.A.M., Royal Academy of Music, London; A.R.C.M., G.R.S.M., Royal College of Music, London. M.A., Rutgers. 20th-Century American Music. Piano and Chamber Music Performance.

Leon Golub, Professor of Art. B.A., University of Chicago; M.F.A., Art Institute of Chicago. Interests: painting, modern art, art and society. Over thirty-one exhibitions, including Pasadena Museum of Art; Institute of Contemporary Arts, London; National Gallery of Victoria, Melbourne; Massachusetts Institute of Technology. Ford Foundation Grant, 1961; Guggenheim Foundation Grant, 1968.

Daniel Goode, Instructor in Music. M.A., Music Composition, Columbia University. Works for instrumental ensemble, for instruments and moving bodies, for electronic tape. Conductor: New Music Series, Walker Art Center, Minneapolis, 1967-68. Member: New Music Choral Ensemble, 1968-70, San Diego.

Arnold Henderson, Assistant Professor of English and Art. B.A., Cornell; M.A., California. Interests: poet, student of

medieval literature and photographer. Co-author: *Chaucer and Augustan Scholarship*.

Sylvia Kinney, Assistant Professor of Anthropology and Music. B.A., M.A., Wayne State. Research Fellow in Ethnomusicology, Institute of African Studies, University of Ghana.

Robert L. Martin, Associate Professor of Philosophy and Cellist-in-Residence. A.B., Haverford College; M.B., The Curtis Institute of Music; M.S., Ph.D., Yale. Author: *Toward a Solution to the Liar Paradox*, and *On Grelling's Paradox*. As cellist: student of Orlando Cole and Leonard Rose; played in Marlboro Festival, 1961-62; Fromm Quartet, Tanglewood, 1963; Group for Contemporary Music at Columbia University, 1963-64; principal cellist New Haven Symphony, 1964-65; recorded for Epic, CRI, and Columbia Records; cellist for Center of the Creative and Performing Arts, SUNY, Buffalo, 1966-68; cellist, Livingston Trio, 1969.

Lloyd C. McNeill, Assistant Professor of Music and Art. B.A., Morehouse; M.F.A., Howard. Interests: Afro-American music; painting. Paintings exhibited internationally, with works in museum, university and private collections. Composer for educational films; leader of the Lloyd McNeill Jazz Quartet.

Philip Moore, Visiting Artist at Livingston College. Interests: painter, woodcarver and craftsman. Over 50 one-man and group shows in Guiana since 1950. Pattern-maker for Government Pottery Factory; Officer of Arts and Crafts for National History and Arts Council of Guiana; twenty paintings and carvings owned by Government National Art Collection.

Ralph Ortiz, Assistant Professor of Art. B.S., M.F.A., Pratt Institute.

George Preston, Assistant Professor of Art. B.A., City College of New York; M.A., Columbia University. Foreign Area Fellowship Program (Africa), 1968-70. Affiliated: Institute of African Studies, University of Ghana, 1968-70. Several exhibitions of paintings and sculpture, New York City. Special Consultant

to Brooklyn Museum, 1968; installed permanent exhibition in African Hall. Special Consultant on Primitive Art to New York State Commission on Arts and Ithaca College Museum, 1968, 1969. Author: *Art, History, and Society in Ghana* and *The Innovative African Sculptor*.

Stephen Procuniar, Instructor in Art. Exhibited: Corcoran-DuPont Center, Washington, D.C.; Whitney Museum of American Art. Taught: Corcoran Workshop, Corcoran DuPont Center; Staff photographer: Black Keystone Nation. Director: Dorsky Gallery Silk Screen Studio.

Larry Ridley, Assistant Professor of Music. B.S. in Music Ed., New York University. Attended Indiana University School of Music and Lenox School of Jazz (1959). Currently a free-lance TV, recording and performing contrabassist, lecturer and clinician working in and out of NYC. A member of the Newport Jazz Festival All-Stars and Thelonious Monk Quartet. TV, radio and concert performances: Europe, Scandinavia, Japan, Canada, and Mexico.

Anna Robinson, Visiting Lecturer. Professional dancer: Paris Opera, 1949-53; Royal Ballet, 1954-57; Western Theatre Ballet, 1957-59; free-lance film, television, and engagements at Old Vic, London, and Coliseum, London.

William R. Schaeffer, Instructor. B.A., Rutgers College. Urban University Department, Rutgers College, 1969-71; School of Journalism, Rutgers College, 1971; Plainfield Project, 1971-72.

Ibrahim Noor Shariff, Instructor in Swahili and Art. D.F.A., Makerere School of Fine Art, Uganda. Exhibitions in five major galleries of East Africa; group exhibitions in Europe. Edited: *Quiyama* and *Kizere*.

Adele Starensier, Assistant Professor. Art Students League, B.S., M.A. Columbia. Interests: Byzantine art history, American Indian art and anthropology. Field work, northern Turkey. President Fellow, Columbia; Honorary Woodrow Wilson Fellowship. Author: *New Methodology in Primitive Art*.

Milo Stewart, Assistant Professor. B.A., University of Buffalo; Director of Museum Education, New York State Historical Association. Interests: photography, mixed-media presentations.

George A. Talbot, Assistant Professor of Anthropology and Art. B.A., M.A., Chicago. Interests: Philippine ethnology; Plains Indian ethnology; social use of space; ethnographic film.

Martha Curti, B.A., Oberlin College; M.A., City College of New York. Teaching Assistant in Music.

George John Buelow, Professor and New Brunswick Chairman of Music. D.M., M.M., Chicago Musical College; Ph.D., New York University.

Art Courses

The department requires that every student who wants to enroll in an art course be interviewed by the instructor of the course. These interviews make it possible to work out alternatives when a course has limited enrollment. Further, these interviews help students to plan their own program with advice from the arts faculty.

Media Workshops

PAINTING I (Cr. 4) Given both semesters 02:080:150
Golub

Workshop investigation of a range of technical and experimental approaches to oil and acrylic painting. Students are free to paint in a variety of styles.

GRAPHICS I (Cr. 4) Given both semesters 02:080:151
Procuniar

A workshop concerned with the fundamentals of design and printmaking, with stress on silkscreen and etching techniques.

FILM I (Cr. 4) Given both semesters 02:080:152
Staff

An introduction to film-making beginning with 8mm. and Super 8mm., leading to basic 8mm. camera and editing techniques.

PHOTOGRAPHY I (Cr. 4) Given both semesters 02:080:153
Henderson, Schaeffer and Staff

An introduction to photography with room for individual exploration while providing the basic techniques of camera work and darkroom procedures.

SCULPTURE I (Cr. 4) Given both semesters 02:080:154
Cooke

An exploration of the potential and limitation of materials in solving sculptural problems. The course combines studio work with reflection upon the "idea" of sculpture.

CERAMICS I (Cr. 4) Given both semesters 02:080:155
Cooke

The course is designed to explore the possibilities of clay as an expressive medium. Methods of handling clay are geared toward building an understanding of technical problems in conjunction with design purposes. Both hand building and throwing on a wheel are demonstrated. Experimentation with glazing and different firing techniques is encouraged, such as building and firing a raku kiln, using overglaze, and throwing with porcelain.

FIGURE DRAWING I (Cr. 4) Given both semesters 02:080:162
Golub, McNeill and Preston

Study of the human figure using a variety of drawing techniques.

FIGURE DRAWING II (Cr. 4) Given both semesters 02:080:170

Golub, McNeill and Preston
Prerequisite: 02:080:162.

A continuation of the drawing workshop. Instruction emphasizes the development of skill, accuracy and expressiveness.

WOODCARVING (Cr. 4) Given both semesters 02:080:180
Moore

A workshop investigation of fundamental woodcarving techniques.

PAINTING II (Cr. 4) Given both semesters 02:080:273
Golub and Staff
Prerequisite: 02:080:150 or equivalent.

A continuation of Painting I. Emphasis on the development of technique and independent styles of painting.

GRAPHICS II (Cr. 4) Given both semesters 02:080:274
Procuniar
Prerequisite: 02:080:151 or permission of the instructor.

A continuation of Graphics I. Further development of silk-screen and etching techniques.

FILM II (Cr. 4) Given both semesters 02:080:275
Staff
Prerequisite: 02:080:152 or permission of the instructor.

A 16mm. film-making workshop concentrating on developing skills in scriptwriting, pre-production planning, cinematography, sound recording and editing. Each student makes a complete 16mm. film with optical sound track and is free to work in experimental, dramatic or documentary areas.

PHOTOGRAPHY II (Cr. 4) Given both semesters 02:080:276
Henderson, Talbot, Schaeffer and Staff
Prerequisite: 02:080:153 or permission of the instructor.

A workshop combining aesthetic and communicative aspects of photography with explorations in shooting and darkroom techniques. Beginning with fine printmaking, students will work on several photographic projects and experiment with new materials such as Kodalith and color film.

SCULPTURE II (Cr. 4) Given both semesters 02:080:277
Staff
Prerequisite: 02:080:154 or permission of the instructor.

Further explorations in the materials of sculpture and in solving sculptural problems.

CERAMICS II Given both semesters 02:080:278
Cooke
Prerequisite: 02:080:155.

A continuation of 02:080:155.

PAINTING III (Cr. 4) Given both semesters 02:080:290
Staff
Prerequisite: 02:080:273 or equivalent.

Workshop seminar for advanced experimental work in painting.

PAINTING IV (Cr. 4) 02:080:319
Golub

Advanced projects in painting emphasizing individual development of style. Students will correlate their painting style in reference to major developments of contemporary art. The goal is to obtain strong independent points of view.

FIGURE DRAWING III (Cr. 4)
Staff _____ Given both semesters 02:080:330
Prerequisite: Figure Drawing II or equivalent.

Advanced study in drawing from the human figure. Emphasis on independent development of style and technique.

ADVANCED DRAWING PROBLEMS (Cr. 4)
McNeill Fall 02:080:397

Course involves advanced problems of composition and drawing and material used in solving these problems.

Art History

INTRODUCTION TO ART HISTORY (Cr. 4, 4) 02:080:105, 106
Preston and Starensier

105: Introduction to historical, visual, functional problems and survey of media; Egyptian, Ancient Near Eastern, Aegean, Greek, Etruscan, Roman, Early Christian, Early Islamic, Romanesque, Gothic, Byzantine, Quattrocento Italian, Early Netherlandish, Cinquecento Italian and Russian Art.

106: Seventeenth Century Spain and Low Countries, Baroque and Rococo, Later Islamic, Southeast Asian, Chinese, Japanese, North American Indian and Eskimo, Pre-Columbian Middle and South American, Latin American, North American Art and Architecture in the 18th and 19th centuries, American Painting and Sculpture (Armory Show to the Present), Oceanic, African, Neo-Classicism and Romanticism, Impressionism and Post-Impressionism, Twentieth Century European, Photography, Contemporary American and Modern Architecture.

While this course surveys a wide range of art periods and styles, it develops analytic skills and vocabulary for in-depth study of particular works.

STILL PHOTOGRAPHY AND THE DOCUMENTARY

TRADITION (Cr. 4)

Fall 02:080:209

Talbot

Showing "the way things are" goes back to the beginning of photography, and is still going on. Various ways of looking out at the world, social, literary, and aesthetic, will play a major role in projects, documenting things, people and the way they fit together.

INTRODUCTION TO PRIMITIVE ART (Cr. 4, 4)

Preston and Starensier

Fall, Spring 02:080:237, 238

Prerequisite: 02:080:105-106 or permission of the instructor.

Pre-Columbian Arts of Meso-America and the Caribbean Basin, North American Indian Art, Eskimo Art; these form a single semester's course alternating with a single semester's study of the arts of Africa and Oceania.

TWENTIETH CENTURY ART AND ARCHITECTURE (Cr. 4)

Golub

Fall 02:080:293

Survey of the development of such historical movements as Cubism, Futurism, Surrealism, Bauhaus, and International style, the Mexican Muralists, contemporary American art and architecture. Emphasis will be placed on the social roots of these movements, changes in style, and individual histories.

ART AND CRISIS (Cr. 4)

Spring 02:080:318

Golub

Seminar on the twentieth-century artist's reaction to political and social crises, to be taught as a course in historical analysis and/or as a workshop in painting and drawing. [Not given 1972-73.]

ART OF BLACK AFRICA (Cr. 4)

Spring 02:080:371

Preston

Prerequisites: 02:080:105-106 (may be taken simultaneously) and 02:080:249-250. Students in anthropology may register

with instructor's permission. The student with a reading knowledge of French or German is at an advantage.

The place of architecture and sculpture in traditional contexts of Black African life. An in-depth analysis of art styles, aesthetics, and the social structural basis of art. Emphasis on mastery of source materials.

HISTORY OF BYZANTINE ART (Cr. 4)

Fall 02:080:373

Starensier

Prerequisite: Art 105-106.

A survey of the art of Byzantium and its empire from the reign of Justinian to the fall of Constantinople, including art of Coptic Egypt, Syro-Palestine, Norman Sicily, the Balkans and Russia.

ART OF THE NORTH AMERICAN INDIANS (Cr. 4)

Starensier

Fall 02:080:381

Arts and architecture of the Indians and Eskimos of the North American continent, pre- and post-European contact. Emphasis on ritual and functional context.

Seminar Workshops

The seminar workshops listed below are for art students who have acquired basic studio and analytical-historical skills, and for other students working in such fields as anthropology, history, literature, or philosophy.

DESIGN AND ENVIRONMENT (Cr. 4, 4)

McNeill

Fall and Spring 02:080:115-116

Workshop exploration of the elements of design, line and shape, color and texture, light and space, and of their relation to the environment, its objects, spaces and structures, its sounds and gestures.

PLACE (Cr. 4, 4) Fall and Spring 02:080:118-119
Newman

A workshop seminar in which a single place is documented through drawing, photography, film and tape, leading to an analysis of the many concepts of "an American place." In 1971, this course was combined with Mass Communications Workshop (02:975:371-372) to create an 8-credit course in which five typical New Jersey communities were documented and in which each community began to develop its own resources for self-documentation and exhibition.

UTOPIA (Cr. 4) Spring 02:080:120
Newman

A continuation of the workshop on place. Study of 19th and 20th century concepts of utopia: religious, secular and technological; after which students create, singly or in teams, utopian design plans.

RITUAL (Cr. 4) Fall 02:080:122
Newman

A workshop seminar on the theme of the transformation of play into ritual. Students design masks, costumes, fetishes, icons, and instruments; and combine them in a ritual of their own making.

OBJECTS (Cr. 4) Given both semesters 02:080:124
Newman and Shariff

An analysis of objects, using 20th century American-made things. The course stresses the rendering of objects through drawing and painting as well as the collection and documentation of objects through camera and display or through drawing and painting.

OBJECT COLLECTIONS (Cr. 4)

Talbot Given both semesters 02:080:126

Objects have a life of their own. The purpose of this course is to attempt to understand the way their life connects with ours through an analysis of the products of American pop culture of the 1920's, 30's and 40's.

FILM AND REALITY (Cr. 4) 02:080:160
Staff

An exploration of the nature of visual communication through an examination of "realistic" film genres, e.g., documentary, newsreel, home movies, and educational films. Students will participate in a series of moving image media experiments. [Not given 1972-73.]

INDEPENDENT STUDY A (Cr. Variable) Fall, Spring 02:080:195, 196

INDEPENDENT STUDY A (Cr. 4) Fall, Spring 02:080:221, 222
Staff

INDEPENDENT STUDY C (Cr. Variable) Fall, Spring 02:080:395, 396

INDEPENDENT STUDY B (Cr. 4) Fall, Spring 02:080:483, 484
Staff

INDEPENDENT STUDY D (Cr. Variable) 02:080:488

Related Courses

AFRICAN ARTS (Anthropology)	02:070:326, 327
PERCEPTION (Cr. 4) (College Courses)	02:090:410
TECHNOLOGY AND ART (Cr. 4) (Comparative Literature)	02:195:342 02:195:342
ART EDUCATION WORKSHOP (Cr. 4) (Urban Teacher Education)	02:300:217
WRITING AND PHOTOGRAPHY (Cr. 4) (English)	02:350:187
LITERARY THEMES: LIGHT AND DARKNESS (Cr. 4) (English)	02:350:244

Livingston College

Informal Concert

Christopher Wilkinson, clarinet
 Brian Dallow, piano
 Robert Martin, cello

Dining Hall
 Tuesday, Oct. 19
 8:30 P.M.



Music

INTRODUCTION TO MUSIC (Cr. 4)

Staff Given both semesters 02:700:101

An inquiry into the evolution of music. Emphasis will be on developing a frame of reference for informed listening. Simple analysis of musical form will be undertaken and some historical reference given.

HISTORY OF AFRO-AMERICAN MUSIC (Cr. 4)

McNeill Fall and Spring 02:700:119

Origins, transitional patterns, and development of music played, composed and inspired by Afro-Americans (Gospel, spiritual, blues, folk, jazz). Complementary concern with social and creative communities of the music and the musicians.

FUNDAMENTALS OF MUSIC THEORY I (Cr. 4)

Curti and Dallow Given both semesters 02:700:121

This course is designed for the general student as well as the prospective music major. It consists of the elements needed to become musically literate, as a preparation for the study of harmony and composition. The course content (notation, scales, intervals and triads) is approached by several means: dictation, sight singing, analysis and written work.

FUNDAMENTALS OF MUSIC THEORY II (Cr. 4)

Curti and Dallow Spring 02:700:122

Prerequisite: 02:700:108 or permission of the instructor.

A continuation of Music 108, with stress on diatonic harmony. Analysis of various styles, harmonization, writing original pieces, ear training and sight singing.

SOUND AS EXPRESSION IN TIME (Cr. 4)

Goode Given both semesters 02:700:128

This course will introduce each student, regardless of previous musical training and experience, to the sources of music and music making through ensemble action and individual composition. Among the activities are: group improvisations with voice and body gesture, and with simple percussion, wind and string instruments; making scores and invention of appropriate notation systems; making of simple instruments and of taped sounds into structured compositions.

HISTORY OF WESTERN MUSIC (Cr. 4)

Curti and Dallow Given both semesters 02:700:158

Prerequisite: 02:700:101 or 02:700:108.

Musical styles from the Middle Ages to the present. Some performance of early music and attendance at certain musical events are part of the course work.

JAZZ WORKSHOP (Cr. 4) Given both semesters 02:700:211

Ridley

Prerequisite: Permission of the instructor.

Jazz history, early African and Afro-American origins to present: basics of improvisation; development of aural ability to distinguish forms and styles from early to modern.

AFRICAN MUSIC AND DANCE (Cr. 4)

Kinney Given both semesters 02:700:215

Introduction to style and content of African music and dance, including instrumentation. Special attention will be paid to

West African musical traditions and the impact of social change on traditional styles.

SOUND: COMPOSITION AND PERFORMANCE (Cr. 4)

Goode Given both semesters 02:700:240

Prerequisite: 02:700:128 or permission of the instructor.

A continuation of Sound As Expression in Time (02:700:128).

JAZZ ENSEMBLE (Cr. 4) Given both semesters 02:700:246

Ridley

Prerequisite: Permission of the instructor. Audition required.

Student participation in developing skills of large and small ensemble playing. Should be taken concurrently with Jazz Workshop.

RECORDER CONSORT (Cr. 4)

Staff Given both semesters 02:700:250

Student ensemble performance workshop. There will be at least two public concerts during the semester. Music from the Middle Ages to Modern will be performed.

WESTERN MUSIC OF THE NINETEENTH AND TWENTIETH CENTURIES (Cr. 4)

Dallow Fall, Spring 02:700:317, 318

An examination of the directions of western music from the time of Beethoven. The course can be taught as a seminar, performance workshop or a combination of both depending upon the availability of performing students in the course. Emphasis will be on theoretical analysis of stylistic writing through score-reading and its application to intelligent listening and performance.

SOUND THROUGH TAPE (Cr. 4)

Goode Given both semesters 02:700:430

A musical investigation of sonic structures through the medium of magnetic tape. Emphasis will be on compositional aims and on the techniques needed to achieve those aims.

INDEPENDENT STUDY A (Cr. 4) 02:700:214

INDEPENDENT STUDY B (Cr. 4) 02:700:496

INTRODUCTION TO DANCE (Cr. 4)

Robinson Fall and Spring 02:740:125

An exploration of various dance styles through exercises and choreographic projects.

Related Courses

INTRODUCTION TO ETHNOMUSICOLOGY (Cr. 4) (Anthropology) 02:070:305

ASIAN STUDIES

The undergraduate Program in Asian Studies provides an opportunity for undergraduates to study the language, history, and contemporary problems of one or more of the peoples of Asia. The program seeks to integrate work in language and substantive courses covering one or more aspects of the civilizations or societies of Asia.

The program is designed to complement, not to be a substitute for, a discipline-oriented course of study. Completion of the requirements listed below will qualify the student for a Certificate in Asian Studies.

Requirements

1. Successful completion of a minimum of two years of Asian language training. (English or an approved European language may be substituted upon written request for Southeast Asian or South Asian Studies.)

2. Successful completion of two semesters of introductory courses on Asia. The following courses can be credited toward this requirement. (Other courses may be substituted only with the permission of the director.)

- a. TRADITION AND TRANSITION IN ASIA 06:090:321,322
- b. CHINESE LITERATURE IN TRANSLATION 02:165:241,242

- c. MAJOR TRADITIONS IN CHINESE
THOUGHT IN TRANSLATION 02:165:341,342
- d. CHINA AND THE THIRD WORLD:
SOME GEOGRAPHICAL PERSPECTIVES 02:450:106
- e. GEOGRAPHY OF SOUTH ASIA 12:450:351
- f. MODERN CHINA AND THE OUTSIDE WORLD 02:510:121
- g. MAO TSE TUNG AND THE ROLE OF THE
"GREAT MAN" IN HISTORY 02:510:122
- h. MODERN CHINA 12:510:353,354
- i. HISTORY OF SOUTHEAST ASIA:
(1) TO 1800; (2) SINCE 1800 12:510:463,464
- j. TRADITIONAL CHINA 02:510:471,472
- k. GOVERNMENT AND POLITICS OF
SOUTH AND SOUTHEAST ASIA 06:790:337,338

3. Successful completion of three additional one-semester courses in east, south, or southeast Asia. With the exception of Tradition and Transition in Asia (090:321,322), Modern China and the Outside Revolution (02:510:21), and Mao Tse Tung and the Role of the "Great Man" in History (02:510:122), any course listed under requirement 2 can also fulfill these requirements providing it has not already been used to fulfill requirement 2.

4. Successful completion of a one-semester course in readings and research under the direction of a program committee member.

Faculty Committee

Richard A. Wilson, Associate Professor of Political Science, Livingston, and Program Director.

Michael Adas, Assistant Professor of History, Rutgers.

Baruch Boxer, Professor of Geography, Livingston.

John Brush, Professor of Geography, Rutgers, and Committee Chairman.

Ardath W. Burks, Professor of Political Science and University Director of International Programs.

Nelson Chou, Librarian, East Asian Library, University Library.

Paul Friedland, Assistant Professor of History, Rutgers.

Michael Gasster, Associate Professor of History, Livingston.

Rhoda Goldstein, Assistant Professor of Sociology, Douglass.

Francis A. Johns, University Bibliographer, University Library.

Jessie Lutz, Professor of History, Douglass.

Gerald A. McBeath, Assistant Professor of Political Science, Rutgers.

Cyrus R. Pangborn, Professor of Religion, Douglass.

Josef Silverstein, Professor of Political Science, Rutgers (on leave).

Samuel Soong, Librarian, East Asian Library, University Library.

Shanti S. Tangri, Professor of Economics, Livingston.

Hsing-hua Tseng, Lecturer in Chinese, Livingston.

Ching-I Tu, Associate Professor of Chinese, Livingston.

Janet A. Walker, Assistant Professor of Comparative Literature, Livingston.

Steven Walker, Assistant Professor of Foreign Languages, Livingston.

Courses

At the present time, undergraduate offerings in Asian studies, in the New Brunswick colleges, include the titles listed below. (Course descriptions may be found under department listings in the Douglass, Livingston, and Rutgers announcements.)

General

TRADITION AND TRANSITION IN ASIA (Arts and Sciences, Rutgers and Douglass)	090:321, 322
ECONOMICS OF POPULATION (Economics, Livingston)	02:220:270
DEVELOPMENT PROBLEMS OF UNDERDEVELOPED COUNTRIES (Economics, Rutgers, Douglass, and Livingston)	220:370
POLITICAL GEOGRAPHY (Geography, Rutgers)	12:450:405
EUROPE IN THE THIRD WORLD: (1) TO 1800; (2) SINCE 1800 (History, Rutgers)	12:510:385, 386
HISTORY OF RELIGIONS (Religion, Douglass)	06:840:211

Language and Literature (Livingston)

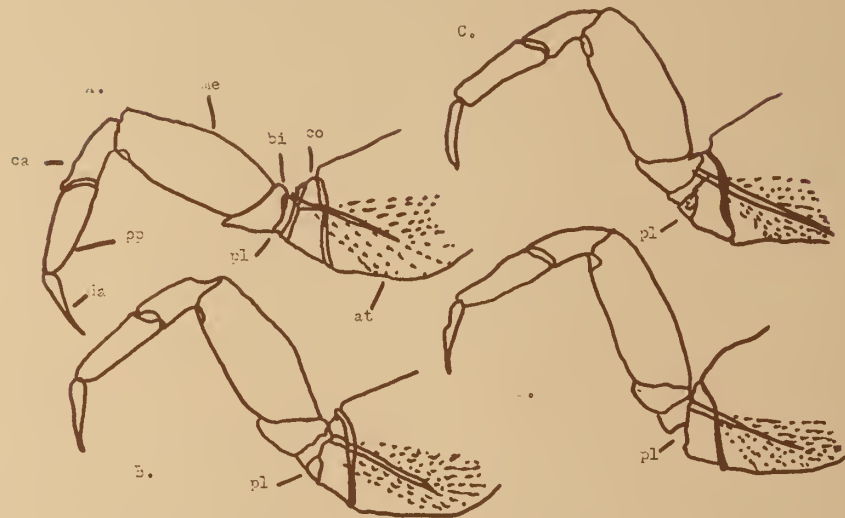
ELEMENTARY CHINESE	02:165:101,102
INTERMEDIATE CHINESE	02:165:131,132
CLASSICAL CHINESE	02:165:205,206
ADVANCED MODERN CHINESE	02:165:215,216
CHINESE LITERATURE IN TRANSLATION	02:165:241,242
CLASSICAL CHINESE LITERATURE	02:165:305,306
MAJOR TRADITIONS OF CHINESE THOUGHT IN TRANSLATION	02:165:341,342
CONTEMPORARY CHINESE LITERATURE	02:165:451, 452
JAPANESE LITERATURE IN TRANSLATION	02:195:30
THE MODERN JAPANESE NOVEL IN TRANSLATION	02:195:30

Area

THE ART OF ASIA (Art, Douglass)	06:080:332
SELECTED TOPICS IN THE CHINESE REVOLUTION (College Courses, Livingston)	02:090:314
CHINA AND THE THIRD WORLD: SOME GEOGRAPHIC PERSPECTIVES (Geography, Livingston)	02:090:340
SOUTH ASIA (Geography, Rutgers)	12:450:341
EAST ASIA (Geography, Rutgers)	12:450:342
MODERN CHINA AND THE OUTSIDE WORLD (History, Livingston)	02:510:121
MAO TSE TUNG AND THE ROLE OF THE "GREAT MAN" IN HISTORY (History, Livingston)	02:510:122

MODERN CHINA (History, Douglass)	06:510:353, 354
INTELLECTUALS AND THE MODERNIZATION OF CHINA AND JAPAN (History, Douglass)	06:510:379
REVOLUTION IN MODERN CHINA (History, Livingston)	02:510:387
HISTORY OF SOUTHEAST ASIA: (1) TO 1800; (2) SINCE 1800 (History, Rutgers)	12:510:463, 464
TRADITIONAL CHINA (History, Rutgers)	12:510:471, 472
CHINA AND NORTH ASIA (History, Rutgers)	12:510:474
GOVERNMENTS AND POLITICS OF THE FAR EAST (Political Science, Rutgers) (Alternate years with 02:790:428)	12:790:313,314
GOVERNMENTS AND POLITICS OF SOUTH AND SOUTHEAST ASIA (Political Science, Rutgers)	12:980:337,338
REVOLUTION AND CHANGE IN MODERN CHINA (Political Science, Livingston)	02:790:428
POLITICAL MODERNIZATION OF JAPAN (Political Science, Livingston)	02:790:428
NEW MOVEMENTS IN ASIAN RELIGIONS (Religion, Douglass)	06:840:314
ADVANCED HISTORICAL STUDIES IN RELIGION: EAST (Religion, Douglass)	06:840:412
HINDUISM (Religion, Douglass)	06:840:217
BUDDHISM (Religion, Douglass)	06:840:219

The power for autotomy is provided by the autotomizer muscle, and its actual pattern is shown in Fig. 1 below:



(da- dactylus; ca- carpus; pp- propus; me- merus; bi- basi-ischium; co- coxa; pl- preformed breakage line; at- autotomizer muscle; Wood & Wood, 1956)

When the appendage is injured, the autotomizer muscle contracts and, using the distal portion of the coxa as a lever, lifts the limb up causing stress on the "preformed breakage point", (sequences A-C). In sequence B, the tension has become sufficient to induce separation, and the limb falls away. Usually autotomy will not occur as a result of any injury, in fact, injury can take place at any portion of the leg above the merus before the mechanism will transpire, (Wood & Wood, 1952).

BIOLOGY

Our biology department is concerned with the needs of man. With this in mind, four areas of study are emphasized: (1) human biology; (2) animal behavior; (3) the effect of the environment on population development; and, conversely (4) the effect on his environment of man's population growth and how he uses resources. Courses are designed to provide a thorough understanding of the biological principles through the use of examples which illustrate the interaction between man and nature.

Close cooperation between this department and anthropology, sociology, psychology, and urban studies makes it possible for a student to be broadly problem-oriented while developing a technical major. At the same time, more or less traditional majors exist through intercollege registration, although some limitation is expected in the number of courses a particular student elects to take outside of Livingston College.

A student electing to work toward a B.A. in biology will normally be expected to take the following:

- a) 3 courses in chemistry
- b) math up to calculus
- c) 8 courses in biology

A student electing to work toward a B.S. in biology will normally be expected to take the following:

- a) 4 courses in chemistry
- b) math through calculus



- c) 1 year physics with lab
- d) 8 courses in biology

Many career possibilities are open to the biology major. They include: secondary school teaching of biology; employment in certain health-related fields; employment as a professional biologist. Some biology majors will be headed for graduate study in the biological sciences. If a student is unclear about which biology major to work toward, he or she should consult a member of the department as soon as possible. Details of the specific courses required for each of the two majors are available in the office of the department. Students focussing on pre-medical and pre-dental studies should consult with members of the pre-medical advisory committee during freshman year.

Advanced standing will be offered a student who shows an exceptional level of understanding of the principles of biology through an examination conducted by the Department of Biology.

A student whose interests lie in this department will be encouraged to develop a course of independent study in his or her senior year and, in some cases, as early as the junior year. Independent study may involve library research alone or a combination of library and laboratory work. This provides an opportunity for a student to study in greater detail a topic which interests him or her, as well as to gain experience in research planning and techniques. Each student program is designed

in consultation with an adviser from the department and must be reviewed by the Independent Study Committee during the semester prior to the beginning of the project.

Students who plan to take additional courses in biology, except Problems in Population and Environment (02:090:126) or Seminar in Population and Environment must receive credit in an introductory laboratory course.

The biology department, in cooperation with other departments of the college and the New Jersey College of Medicine and Dentistry in New Brunswick, is developing a number of health-related curricula in which the first year is basically the same. These programs will allow the student with a general interest in the health field to keep a number of options open at least until his or her second year and to delay any irrevocable decisions until the end of that year. In addition to the programs listed below, this "branching" curriculum will include programs in environmental health, mental health, and environmental design that are still in the planning stages.

Physician's Associate Program

Livingston College and the Medical School of Rutgers University are developing a joint program to train Physician's Associates, an important new category of health care personnel. This four-year program will lead to a baccalaureate degree

and will be designed to conform to New Jersey licensure requirements. The proposed curriculum meets the Class A standards set by the National Academy of Sciences. The program will be under the direction of a medical doctor.

A student will be admitted to the program at the end of his or her first two years, which will include extensive work in the sciences and the dynamics of health care systems. Students with an appropriate background from another college, as well as medical corpsmen and nurses, may be accepted into the program as transfer students.

The third year of the curriculum will include clinical courses taught in cooperation with the Rutgers Medical School. The fourth year will involve closely supervised clinical experience in a hospital, clinic, or physician's office. After graduation, the Physician's Associate will be able to work under the direction of a physician in a variety of roles: he or she may work in a hospital, assuming many of the responsibilities presently performed by medical interns; or he or she may work with outpatients in a doctor's office; in school or industrial health programs; in a rural health service; or as a member of an urban community health team.

Pre-Medical Program

A student interested in medicine should contact one of the pre-medical advisers in freshman year. The six pre-medical requirements should be completed by the end of the junior year. A student who plans to apply to medical school may choose any major, but is strongly urged to take several upper division biology courses. A working knowledge of a language is also required by some medical schools. Admission to medical school is highly competitive and a student should plan his or her course of study carefully, realizing that good performance in a sound academic program is the best assurance of acceptance.

Medical Technology Program

Medical technology is a paramedical field which offers opportunities in clinical laboratory work, teaching, research and administration. The medical technologist employs skills in microbiology, hematology, histology and chemistry while functioning as a member of a health care delivery team. While the majority of medical technologists work in clinical laboratories, many are employed by public health agencies, pharmaceutical firms and research institutions.

A four year baccalaureate program is offered in the biology department which qualifies the student to take the examination of the Board of Registry of Medical Technology. Licensure by the Board is usually a prerequisite for employment.

The student of Medical Technology spends three academic years at Livingston College. Required courses are four semesters of chemistry (including general chemistry and quantitative analysis), four semesters of biology (including Fundamentals of Biology and Concepts of Zoology), and one semester of mathematics. A course in physics is strongly recommended.

The fourth year is spent at Mercer Hospital in Trenton, which is affiliated with the college, and consists of lectures and practical demonstrations in biochemistry, hematology, coagulation, bacteriology, parasitology, serology, blood banking and clinical microscopy. Upon completion of this curriculum the student is awarded a baccalaureate degree from Livingston College and upon successful completion of the Board of Registry examination is a certified Medical Technologist (American Society of Clinical Pathologists).

A student who is interested in this program should consult the Medical Technology Curriculum Coordinator for details.

Other Allied Health Programs

Other allied health programs include two joint programs with departments in the College of Engineering. A student majoring in Biomedical Engineering or Biochemical Engineering is required to take courses in the Department of Biology at Livingston College and in the College of Engineering at Rutgers. These students are trained to function as supportive workers in the health care delivery team. Part of their curriculum will include field experience. Employment for students in these fields includes positions in hospitals, research centers and industrial centers concerned with the supply of health-related and environmentally oriented equipment and machinery.

A third allied health major, currently in the developmental stage, is Health Care Management. An interdepartmental selection of courses prepares the student for managerial functions in a variety of settings including hospitals, neighborhood health centers, health maintenance organizations, and ambulatory health centers.

A student interested in one of these programs should contact the Coordinator of Health-Related Programs in the Department of Biology for details.

Faculty

W. Robert Jenkins, Professor and Chairman. B.S., William and Mary; M.A., Virginia; Ph.D., Maryland. Interest: the relationship of free-living nematodes to environmental pollution. Lecturer, Visiting Biologists Program, American Institute of Biological Sciences. Author: *Nematology, Recent Advances*; *Plant Nematology* (with D. P. Taylor); "Population and world food supply," in *Man and the Ecosystem*.

Ronald J. Barfield, Associate Professor. A.B., M.A., Ph.D., University of California. Interests: the psychological bases of sexual and aggressive behavior. Author: "Activation of copulatory behavior by androgen implanted into the preoptic area

of capons"; "Sexual behavior: stimulation by painful electric shock to the skin in male rats."

Julia Chase, Assistant Professor. B.A., Smith College; Ph.D., Indiana University. Interest: animal behavior.

Thomas C. Grubb, Jr., Assistant Professor. B.A., Swarthmore; M.A., Ph.D., Wisconsin. Interest: the field study of vertebrate behavior. Author: "Olfactory navigation to the nesting burrow in Leach's Petrel (*Oceanodroma leucorhoa*). I. Approach to the nesting site; II. Olfactory discrimination tests and homing performances of olfactorily impaired birds."

Maria Cordero Hardy, Associate Professor. B.S., Midland College; M.S., Ph.D., Fordham University. Interest: effects of stress on the vascular, nervous, and endocrine systems of the rat. Author: "Hematological findings associated with long term effects of differential preweaning experience in the Wistar rat"; *Laboratory Manual for General Biology* (with B. Felton); Student's Guide to accompany Alvin Nason's *Textbook of Modern Biology*.

Franklyn G. Jenifer, Associate Professor. B.S., M.S., Howard; Ph.D., Maryland. Interest: the characterization of viruses and their interactions with the host. Author: "Studies on the interactions of p-chloromercuribenzoate with turnip yellow mosaic virus; III. Involvement of the ribonucleic acid; IV. Conformational change, exposure and pH-induced degradation; V. Induced ribonuclease sensitivity and degradation of the virion."

Hannah A. Levin, Professor and Coordinator of Health Studies. B.A., University of Wisconsin; M.A., Rutgers University (Newark); Ph.D., Rutgers University (Newark). Interests: research and training programs for health-related professions.

Fred D. Miller, Assistant Professor. B.S., Knoxville College; M.S., Ph.D., Howard. Interests: the biochemical analysis of free-living protozoans; organismic physiology and structure. Author: "The biochemical analysis of the cyst capsule of *Vorticella microstoma*," "Biochemistry of a peritrich."

Richard P. Petriello, Assistant Professor. B.S., Iona; M.S., Seton Hall; Ph.D., Rutgers. Interest: the helminth parasites of plants and animals. Author: "Observations on the Life Cycles of a Homogenetic Strain, *Strongyloides venezuelensis*, and a Heterogenetic Strain of *Strongyloides ratti* in Different Host Species"; "Carbohydrate investigations in the stylet-bearing nematode *Aphelenchoides sp.*"

Christine M. Redman, Instructor. B.S., Nazareth College of Rochester; M.S., Rutgers. Interest: marine nematodes.

Karl Russell-Brown, Instructor. B.S., Central State College. Interest: cell biology.

Norman A. Walensky, Associate Professor. B.S., Muhlenberg; M.S., Ph.D., George Washington. Interests: human anatomy and biology. Author: "Anatomical factors relative to the racial selectivity of femoral neck fracture"; "A re-evaluation of the mastoid region of contemporary and fossil man."

Andrea Brightenback, Teaching Assistant. B.S., Douglass College.

Douglas E. Busch, Teaching Assistant. B.A., Franklin and Marshall.

Alan Caplan, Teaching Assistant. B.S., Rutgers University.

Linnae D. Christensen, Teaching Assistant. B.A., Drew University.

Clara Cotten, Teaching Assistant. B.S., Elmira College.

George B. Edwards, Teaching Assistant. A.B.A., Mitchell College; B.S., University of Miami.

Betty L. Faber, Teaching Assistant. B.S., College of William and Mary; M.S., Rutgers University.

Norman Schnayer, Teaching Assistant. B.A., Columbia University; M.A., Columbia Teachers College.

Monica Schoelch, Teaching Assistant. B.A., Vassar College.

Susan L. Stoddard, Teaching Assistant. B.A., Vassar College.

Kathleen M. Sweeney, Research Assistant. B.S., St. John's University.

Barbara Tokay, Teaching Assistant. B.A., Reed College.

Faculty from Other Departments and Schools

David Pramer, Professor of Microbiology and New Brunswick Director of Biological Sciences. B.S., Ph.D., Rutgers.

Jorge Mora, M.D., Adjunct Professor (Medical Technology). Pathologist and Director of Laboratories, Mercer Hospital.

Norman H. Coopersmith, M.D., Adjunct Assistant Professor (Medical Technology). Pathologist, Mercer Hospital.

Herbert Marinari, M.S., Adjunct Assistant Professor (Medical Technology). Biochemist, Mercer Hospital.

Maria Nitti, M.T. (A.S.C.P.), Adjunct Instructor (Medical Technology). Medical Technologist, Mercer Hospital.

Maurice J. Bazin, Associate Professor, Department of Physics, Rutgers College. M.S., Ph.D., Stanford.

Peter Lindenfeld, Professor, Department of Physics, Rutgers College. B.A.Sc., M.A.Sc., British Columbia; Ph.D., Columbia.

Bernard Serin, Professor, Department of Physics, Rutgers College. B.S., Brooklyn Polytechnic Institute; M.A., Ph.D., Pennsylvania.

Enid K. Sichel, Postdoctoral Research Fellow, Rutgers College. A.B., Smith College; M.S., Ph.D., Rutgers University.

Courses

FUNDAMENTALS OF BIOLOGY (Cr. 4) Fall 02:120:103
Jenkins

This course is designed as a sequel to high-school biology and chemistry and may be taken with the course 02:120:104, Fundamentals of Biology Laboratory. Open to both majors and non-majors, it provides a basis for the understanding of biological principles applicable to both plants and animals, although emphasis will be given to zoology, particularly in reference to humans. Fundamentals of Biology may be followed by Concepts of Zoology (02:120:210) or Biology of Vertebrate Animals (02:120:211), each a laboratory course in biology or by Problems in Population and Environment (02:090:126). Students without an adequate high school background in science should take Foundations in Biological Science (02:120:111-112). Guidance in course selection should be sought from the faculty in biology if the student is uncertain of which sequence to follow.

FUNDAMENTALS OF BIOLOGY
LABORATORY (Cr. 2) Fall 02:120:104

This course consists of a weekly meeting of 150 minutes. Laboratory demonstrations and exercises are correlated with lecture presentations. This course is required for students who are enrolled in 02:120:103 and who intend to major in biology.

A laboratory fee is required.

SPECIAL STUDIES IN BIOLOGY (Cr. 4) Spring 02:120:106
Redman

Prerequisites: 02:120:103 and permission of the instructor.

This course is designed for those students who desire additional instruction in the fundamentals of biology. The course

is restricted to a small group of students and is designed to encourage group learning efforts.

NATURAL SCIENCE FOR ELEMENTARY SCHOOL
TEACHERS (Cr. 4, 4) Fall and Spring 01:120:109-110
Staff

This course is designed to provide science background for prospective teachers of grades K-6. It will make a serious attempt to correlate basic scientific principles with natural phenomena observed by the teachers and their students. The course will consist of two lectures and two periods of laboratory-demonstration-group work per week. Strong emphasis will be placed on acquainting the prospective teacher with the resources available to him, both institutional (museums, planetariums, agriculture extension services) and curricular (films, leaflets, field guides, etc.). Group work will include such projects as: constructing and maintaining aquaria; culturing of invertebrates; and care and handling of small mammals. Not for credit toward a biology major.

FOUNDATIONS IN BIOLOGICAL SCIENCE (Cr. 4, 4)
Staff Fall and Spring 02:120:111-112

This year course, which includes a laboratory, is designed for those students with an inadequate high school background in science. It will include a review of the kinds of living things, their classification, basic chemical composition, metabolism, reproduction, genetics, evolution, and basic ecology. The systems of man and their functions will be emphasized. Foundations in Biological Science may be followed by any 200-level course in biology. A student with a question as to whether he or she should take this course or Fundamentals of Biology (02:120:103) and Fundamentals of Biology Laboratory (02:120:104) should consult with the faculty in biology.

SELECTED TOPICS IN BIOLOGY (Cr. 2) Fall 02:120:121
Redman

Prerequisite: Permission of the department.

This course is intended for students with a superior background in high school biology. The course involves selected readings in biology and related fields (psychology, anthropology). It requires the student to participate in discussions and prepare several (2 or 3) short, critical or comparative essays.

PROBLEMS IN POPULATION AND ENVIRONMENT (Cr. 4)
Jenkins Spring 02:090:126

This is a course which addresses some of the problems of modern man from an environmental point of view. Such topics as human population development and distribution, food supplies and other resources, pollution and its effects, and conflicts which arise in various societies as a result of these issues are discussed. In addition to lectures, many of them by experts in specialized fields, weekly activity groups will deal with problems of particular areas.

BEHAVIORAL BIOLOGY (Cr. 4) Fall 02:120:203
Chase

Prerequisite: 02:120:103, its equivalent, or permission of the instructor.

This course discusses basic principles of behavior of animals including physiological mechanisms underlying behavior, communication and social behavior of animals, with emphasis on implications for man. Includes lectures and demonstrations.

MICROBIAL ORGANISMS (Cr. 4) Fall 02:120:209
Jenifer

Prerequisite: 02:120:103, 104 or 02:120:111-112.

This course is designed to give students interested in paramedical professions, general biology, secondary school teaching, and biochemistry some appreciation of the biology of bacteria, fungi, algae and viruses. Detailed examination of culturing, morphology, identification and physiology of these organisms will be made.

The course will also focus, where appropriate, on the past, present, and future impact that these organisms have on man and his development. It is hoped that those students who successfully complete this course will not only be well rounded in the essentials of microbiology, but will also have a better idea of the interrelationship of this field with other areas of the natural and physical sciences.

A laboratory fee is charged.

CONCEPTS OF ZOOLOGY (Cr. 4) Spring 02:120:210
Petriello

Prerequisite: 02:120:103, 104 or 02:120:111-112.

This course is directed to both majors and non-majors. The first part will provide a comparative introduction to fundamental zoological concepts and a survey of the major invertebrate and vertebrate phyla from an evolutionary and ecological approach. The second half of the course will consist of discussions of vertebrate structure and function. The frog has been included as the laboratory device for the teaching of human anatomy and physiology. The last portion is to concern itself with the unifying concepts of zoology in the form of genetics and evolution.

A laboratory fee is charged.

BIOLOGY OF VERTEBRATE ANIMALS (Cr. 4)
Staff Spring 02:120:211

Prerequisite: 02:120:103-104 or 02:120:111-112.

Mammalian and avian morphology and physiology will be stressed. Laboratory will be concerned primarily with the gross morphology and elementary histology of the rat, chicken, and other selected species.

A laboratory fee is charged.

CONCEPTS OF PHYSICS (Cr. 4, 4)

Serin and Sichel Fall and Spring 02:750:211-212

Prerequisite: math up to calculus.

A physics course designed for students majoring in the biological sciences. The physical principles of light, sound, electricity, thermodynamics, mechanics, fluids, electrons and radiation will be covered with emphasis on the applications of these principles in biology. The course will consist of two 75-minute lectures and one 150-minute lab per week.

SEMINAR IN POPULATION AND ENVIRONMENT (Cr. 2)

Fall 02:120:215

Redman

Prerequisite: 02:090:126 or permission of the instructor.

This seminar examines in greater depth and detail some of the problems identified in 090:126. Initial discussions are directed toward defining what is meant by terms such as conservation and ecological perspective. Subsequent discussions include such topics as the historical roots of the present ecological situation, human ecology, world food resources and the politics of ecology.

PATHOGENIC MICROORGANISMS (Cr. 4)

Jenifer Spring 02:120:216

Prerequisite: 02:120:209.

This course intends to acquaint the student with those diseases caused by viruses and bacteria which are of social

interest to man. The course will examine man in relationship to his serological and physiological defense. Attention will also be given to the micro-architecture, biochemical make-up, epidemiology and control of many human pathogens. Each student will be expected to make himself or herself especially knowledgeable about one particular disease of man and to demonstrate that knowledge by means of an oral or written report. Students will also participate in scheduled laboratory sessions where they will learn to identify many human pathogens based on the morphological, physiological, and cultural growth characteristics.

A laboratory fee is charged.

HEREDITY, EVOLUTION AND SOCIETY (Cr. 4)

Fall 02:120:219

Miller

Prerequisite: 02:120:103 or 02:120:111-112 or 02:120:210 or equivalent.

This course is intended as an introduction to classical and modern interpretations of the mechanisms of heredity and evolution. The initial emphasis will include pre- and post-Darwinian views with special interest given to the evolution of races and societies, as well as the nature of genetic systems, both cultural and organic. Further discussion will deal with man's antecedents, racial origins, sex determination, polygenic inheritance, natural selection, immunogenetics, and artificial mutagenesis. The final part is devoted to social, ethical and political issues in genetics, methods of potential manipulation of human genetic resources, and a description of how genetics and politics have become intertwined in a contemporary society.

INDEPENDENT STUDY A (Cr. 4, 4)

Staff

Fall, Spring 02:120:223, 224

HUMAN PARASITOLOGY (Cr. 2) Spring 02:120:230
Petriello

Prerequisite: one year of biology with laboratory and general chemistry.

This course emphasizes the medical aspects of parasitology such as pathology, symptomatology, diagnosis and treatment. It is intended for those students pursuing a career in medicine, public health, medical technology or other para-medical fields. The clinical aspect of parasitology will be stressed.

A laboratory fee is charged.

CHEMISTRY OF LIVING ORGANISMS (Cr. 4) Fall 02:120:303
Hardy

Prerequisites: 02:120:103; or 02:120:111-112; 02:120:210; one additional laboratory course in biology; one year general chemistry.

This course will give the student a working knowledge of organic chemistry as applied to biological systems. It will study the nature, production and reactions of carbon compounds. These will include functional groups of carbon, carbohydrates, lipids, proteins and nucleic acids. It will examine carbon compounds in living tissues and correlate the functional groups of carbon to the structure and function of living cells.

A laboratory fee is charged.

ORGANISMIC PHYSIOLOGY (Cr. 4) Fall 02:120:305
Miller

Prerequisite: 02:120:103, 104; or 02:120:111-112; 02:120:210 or equivalent.

The purpose of this course is to give the beginning student in physiology a working knowledge of elementary laboratory procedures in physiology. In addition, the student will also familiarize himself or herself with a technical vocabulary essential to work in physiology and health-related fields.

Discussions will include a cellular and functional systems approach which is to encompass the nervous system, digestive, respiratory, muscular, circulatory, endocrine, and reproductive systems to show how they relate to the total organism.

A laboratory fee is charged.

HUMAN PHYSIOLOGY (Cr. 4) Spring 02:120:306
Hardy

Prerequisite: 02:120:103, 104; or 02:120:111-112 or equivalent.

This course is established as an introductory course in human physiology. It will correlate life phenomena with physical and chemical laws. It will analyze the concept of the body's internal environment, the nature of biological control systems and the properties of the major specialized cell types—nerve, muscle and gland—which comprise the systems. It will study the total body functions in terms of specialized cellular activities and control mechanisms.

A laboratory fee is charged.

HISTOLOGY (Cr. 4) Fall 02:120:311
Staff

Prerequisite: 02:120:103, 104; and one other laboratory course.

This course will familiarize the student with the structure of vertebrate tissues and correlate structure with origin and function. Laboratory work in the preparation and handling of histological materials is included.

A laboratory fee is charged.

BIOLOGY OF INVERTEBRATE ANIMALS (Cr. 4) Fall 02:120:336
Petriello

Prerequisite: one full year of laboratory biology (including 120:103, 104; or 02:120:111-112; or 02:120:210).

This course is designed as a study of the invertebrates through an approach in which systems in invertebrate animals, from the one-celled protozoans to arthropods, will be compared. Emphasis will be given to structure and function and their relationships to the life history of these organisms. A morphological and phylogenetic approach will be offered in the laboratory. This course will serve both majors and those who plan a career in secondary school teaching. It will be especially useful to persons interested in marine biology, environmental biology, and some health-related fields.

A laboratory fee is charged.

HUMAN BIOLOGY (Cr. 4, 4) Fall and Spring 02:120:341-342
Walensky

This course is designed for students interested in careers in the health professions. The course provides the student with a broad but detailed understanding of man from the vantage point of several disciplines. This is achieved by the study of human development and teratology, the microscopic anatomy of the primary tissues of the body, and basic concepts of human gross anatomy, including a detailed study of the growth, development and variation of the skeleton. Emphasis is placed on the study of the nervous system, leading to an appreciation of the mechanisms of the brain and spinal cord. The course concludes with a consideration of certain aspects of the physical anthropology of man including his origin, evolution, and diversity.

SOCIAL BEHAVIOR (Cr. 4) Spring 02:120:344
Chase
Prerequisite: permission of the instructor.

Examination of the organization of animal societies and of

various aspects of social behavior, including aggressive, territorial, reproductive and communicative behavior and a consideration of their adaptive significance.

ENVIRONMENTAL BIOLOGY (Cr. 4)
Grubb Fall and Spring 02:120:354-355
Prerequisite: one year of biology.

The fundamentals of ecological science presented through the study of ecosystem structure and function, biotic communities, the dynamics of populations, animal behavior, and the application of ecological principles to man and his environment. Laboratory activity emphasizes study in the field and includes ecological sampling techniques and several Saturday trips to natural communities, an electricity generating plant and a sewage treatment plant.

A laboratory fee is charged.

HUMAN ANATOMY (Cr. 4) Spring 02:120:360
Walensky
Prerequisite: one year of biology.

The course consists of an introduction to the concepts of human gross anatomy to provide the student with a working knowledge of the structure and function of the body. Emphasis is placed on the clinical and surgical applications of anatomy. Laboratory work includes the study of skeletal material, anatomical models, films and roentgenograms.

A laboratory fee is charged.

EXPERIMENTAL METHODOLOGY
AND INSTRUMENTATION (Cr. 4) Spring 02:120:362
Petriello
Prerequisite: two years of biology and one year of chemistry.

A lab course designed to teach the theory and use of various

instruments and techniques currently employed in biological teaching and research. Instruments include: analytical balances, colorimeters, electrophoresis apparatus, research microscope, spectrophotometer, and thin layer chromatograph. Various techniques include: *in vitro* culturing, life cycles, standard curves, nutritional requirements, measuring with a microscope, biochemical techniques, histological techniques, serology, and radiobiology.

A laboratory fee is charged.

SEMINAR IN BIOLOGY (Cr. 1) Fall and Spring 02:120:385-386
Staff

Prerequisite: four courses in biology.

Open to juniors and seniors majoring in biology or other students with the permission of the department. Critical review of biological questions, both contemporary and historical. Both semesters are required of majors.

INDEPENDENT STUDY B (Cr. by arrangement)
Staff Fall and Spring 02:120:395, 396

CONCEPTS OF BIOCHEMISTRY Spring 02:120:418
Hardy

Prerequisite: 02:120:103, 104; 02:120:111-112; 02:120:210; 02:120:306 or its equivalent; or permission of the instructor.

The purpose of this course is to give the beginning student in biochemistry an introduction to the metabolism of organic compounds. This course will integrate the metabolism of major cell constituents and will familiarize the student with common methods used in biochemical research.

A laboratory fee is charged.

ANIMAL BEHAVIOR (Cr. 4) Fall 02:120:421
Barfield

Prerequisites: 02:120:103, 104, or Foundations and a course in physiology or permission of the instructor. Vertebrate or invertebrate biology and ecology are recommended.

Principles of behavior of vertebrate and invertebrate animals, social behavior, behavior development and homeostatic behavior are discussed with particular emphasis on physiological foundations.

LABORATORY IN ANIMAL BEHAVIOR (Cr. 1) Fall 02:120:423
Barfield

Prerequisite: registration in 02:120:421 (concurrent or past), or permission of the instructor.

Laboratory experience designed to complement the topics discussed in Animal Behavior (02:120:421). Emphasis is placed on experimental approaches to the study of behavior and physiological bases of behavior.

A laboratory fee is charged.

BEHAVIOR PHYSIOLOGY (Cr. 4) Spring 02:120:428
Barfield

Prerequisite: 02:120:421; vertebrate or organismic physiology or equivalent; or permission of the instructor.

Approaches to the physiological foundations of animal behavior in an integrated lecture-laboratory format. Experiments will be performed on the nervous system and endocrine functions related to behavior. Electro-encephalography, chemical and electrical brain stimulation, and hormonal manipulations will be among the many techniques employed.

A laboratory fee is charged.

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COMPUTER SCIENCE

The undergraduate program in computer science is oriented to: (1) majors in computer science; (2) students majoring in other areas (mainly the sciences, mathematics, engineering and business) who are interested in a working knowledge of computer problem solving; and (3) students (mainly in the humanities) interested in a general introduction to computers, their range of application, and their impact on society.

A major in computer science is expected to acquire the knowledge and skills needed to: hold professional positions in areas of design, implementation and operation of computer systems (hardware and software) and of applications software; to teach computer science topics at the high school and college levels; and to prepare for further graduate study in computer science. Courses that cover prerequisites for graduate study in computer science at Rutgers are available in the undergraduate program.

Because of the rapid growth in the field, a student majoring in computer science must acquire the capability to follow the research and professional literature, and to adapt to changes in methods, languages and systems. Furthermore, he must develop the ability to plan and work independently on substantial computer projects, and to com-

municate effectively with other people in the course of his work. As the impact of computers on society is becoming more significant from day to day, the student must prepare himself to participate intelligently in managerial and social decisions that involve computers. In view of these requirements, our undergraduate program in computer science emphasizes concepts, theories and general methods which underlie applications of computers and which can be used to guide the design of computer systems. The program also stresses independent study, doing active work on computers with specific languages, and participating in advanced seminars.

A student majoring in computer science is expected to take at least fourteen semester courses in the program; eleven of the fourteen are required courses, and the remaining three can be chosen in accordance with the student's specific interests and orientation. Four of the required courses (105, 106, 205, 206) provide the necessary mathematical concepts and methods for work in computer science; students with insufficient previous mathematical preparation are required to take the introductory two-semester course (119, 120) before taking any of these four courses. They may also take (101) that provides exposure to elementary problem solving using computers. Three of the required courses (111, 212, 213) are concerned with the fundamentals of computer problem solving

and with programming in high level languages (BASIC, FORTRAN, PL/I, SNOBOL, LISP). Four of the required courses (311, 312, 401, 402) provide the basic concepts and techniques in computer organization, machine level programming, and systems software. The remaining three courses—which complete the minimal program for the computer science major—may be chosen from offerings in data processing (214), advanced computer applications (321, 322, 404, 419, 432), social implications (431), computer theory (422), and also from supervised independent study in topics not covered in the formal courses. Students will be strongly urged to devote at least one course to independent study or to a seminar. Our present program would enable a student to choose up to eight courses in computer science beyond those that are minimally needed for a major. Courses relevant to computer science are also available in the departments of mathematics (RC, DC), philosophy (LC), and industrial engineering (ENG).

A student majoring in computer science is encouraged to develop an overall study plan (in consultation with his adviser) sometime during his or her freshman year. The plan would include the student's course requirements for the major; courses in computer science beyond the requirements for the major, as well as courses in other departments that are relevant to computer science, all chosen so as to enhance the student's professional-edu-

cational goals; and courses in other areas in accordance with the student's general interests.

Students majoring in the physical and biological sciences, as well as in mathematics and engineering, will gain a good grasp of computer concepts and a strong competence in the use of computers in their respective fields by taking a sequence of two courses in numerical methods and in computer problem solving (211 followed by 322). Alternatively, students in these fields may gain a knowledge of computers (and programming, which is less extensive, but sufficient for many of their needs) by taking the introductory course (112).

Students in the social and behavioral sciences, and in the humanities, will receive a strong preparation in the use of computers in their work by taking a sequence of three courses in non-numerical methods and computer problem solving (112, 212, 432). A less demanding alternative would be to take the introductory course (112). Students interested in a general acquaintance with computers and their uses will find the introductory course (112) sufficient for their needs. For students interested in business applications, course 112 followed by an introductory course in data processing and computer programming (214) and an advanced course in information processing methods (321) is the recommended sequence.

Those interested in studying the broad impact of computers in various aspects of scientific, eco-

nomic and social life, should participate in the seminar course (431) after taking at least one computer science course (such as 112).

Even though the introductory mathematical courses (105, 106, 205, 206) are specifically designed for computer science majors, their emphasis on applied problems and on constructive processes, and their articulation with courses in computer problem solving, make them well suited for students majoring in certain areas of biology, psychology, anthropology, economics, and urban planning.

Faculty

Saul Amarel, Professor, Chairman, and Director of Graduate Programs. D.Eng.Sci., Columbia. Interests: artificial intelligence, computer linguistics, theory of algorithms, information systems.

Bertram C. Bruce, Assistant Professor. Ph.D., University of Texas. Interests: natural language processing, mathematical logic, artificial intelligence.

Stanley Baxendale, Associate Professor and Vice-Chairman. B.S., Leeds. Interests: computer graphics, automatic indexing.

David R. Beaucage, Assistant Professor. Ph.D., State University of New York at Stony Brook. Interests: non-numerical methods, computers in mathematical research.

Christine Beaucage, Adjunct Instructor. Ph.D., State University of New York at Stony Brook. Interests: topology of manifolds, mathematics teaching.

William J. Carroll, Professor and Director of the Educational Computer Center. Ph.D., New York University. Interests: system selection, operations research.

John T. Cox, Assistant Professor. M.E.E., New York University. Interests: time sharing, computer-aided instruction, switching theory, automata theory, programming.

William B. Easton, Adjunct Associate Professor. Ph.D., Princeton. Interests: operating systems, time sharing.

William J. H. Fabens, Assistant Professor. Ph.D., University of Wisconsin. Interests: programming languages, artificial intelligence, interactive systems, instructional processes.

Gilbert Falk, Assistant Professor. Ph.D., Stanford. Interests: artificial intelligence, visual information processing, data structures, operating systems.

Fred Fender, Professor of Computer Science and Mathematics. Ph.D., University of Pennsylvania. Interests: numerical analysis, computer solution of differential equations.

Michael D. Grigoriadis, Adjunct Associate Professor. Ph.D., University of Wisconsin. Interests: mathematical programming, operations research, modeling and simulation.

Kenneth R. Kaplan, Visiting Associate Professor. Ph.D., Polytechnic Institute of Brooklyn. Interests: simulation, machine organization, stochastic processes.

Casimir Kulikowski, Assistant Professor. Ph.D., University of Hawaii. Interests: pattern recognition, computers in medicine, decision processes.

Saul Y. Levy, Associate Professor. Ph.D., Yeshiva University. Interests: switching theory, theory of algorithms, computer architecture.

Thomas H. Mott, Jr., Professor and Dean of the Graduate School of Library Service. Ph.D., Yale. Interests: switching theory, programming theory, information systems.

Richard J. Orgass, Associate Professor. Ph.D., Yale. Interests: theory of computation, applications of logic to computer science.

Thomas J. Ostrand, Instructor. M.S., University of Pennsylvania. Interests: automata theory, language theory, software design.

Marvin C. Paull, Professor. B.S., Clarkson. Interests: theory of programming languages, translators, switching theory.

Ivan P. Polonsky, Adjunct Professor. Ph.D., New York University. Interests: programming languages and processors, operating systems.

Irving N. Rabinowitz, Professor, and Director of Research, Center for Computer and Information Services. Ph.D., Princeton. Interests: programming languages, language processors, software design.

Chitoor V. Srinivasan, Associate Professor. D.Eng.Sci., Columbia. Interests: description languages, data structures, computer organization, coding theory.

Robert Vichnevetsky, Professor. Ph.D., Brussels University. Interests: computer methods for ordinary and partial differential equations, approximation theory, optimization theory, modeling and simulation.

Edward J. Wilkens, Assistant Professor. Ph.D., University of Pennsylvania. Interests: switching theory, automata theory, operating systems.

Michael Barkan, Teaching Assistant.

Joseph DiGiacomo, Teaching Assistant.

Janet Goodkind, Teaching Assistant.

Walter Harriman, Teaching Assistant.

Janice Jackowski, Teaching Assistant.

Sandra Johnson, Teaching Assistant.

Daniel Kohanski, Teaching Assistant.

Vera Kovacevic, Teaching Assistant.

Anthony D. Kowalski, Teaching Assistant.

Paul Murphy, Teaching Assistant.

Michael Trigoboff, Teaching Assistant.

Nannette Yasskin, Teaching Assistant.

Anthony Zackin, Teaching Assistant.

Courses

ELEMENTARY PROBLEM-SOLVING USING COMPUTERS (Cr. 4)

Fall 02:198:101

Kaplan

This course is for students interested in developing problem-solving skills and aptitudes. Through student-computer interaction, various problems in word manipulation, numbers and geometry will be solved. Students will be encouraged to generalize their experience and to try problems of their own design.

COMPUTER ORIENTED CALCULUS AND LINEAR ALGEBRA (Cr. 4, 4)

Fall and Spring 02:198:105-106

Staff

Prerequisite: satisfactory high school mathematical preparation or 02:090:119, 120.

Strongly recommended sequence for majors in computer science. Majors are required to take this sequence or, alternatively, the calculus sequence and the course in linear algebra offered by the mathematics department (RC). Also recommended for students in other sciences and in urban planning who are interested in mathematical models and computer methods.

Selected topics in calculus and linear algebra that provide

useful mathematical foundations for work in computer science; use of the computer as an aid for teaching mathematical ideas and methods. Sequence of topics is: numbers and functions; graphs and curves; derivatives; integration; differentiation of vectors; functions of several variables; vector spaces; linear equations and bases; linear mapping; linear maps and matrices; determinants; techniques of integration; Taylor's formula; complex numbers; series.

INTRODUCTION TO COMPUTING (Cr. 4, 4)

Cox Fall and Spring 02:198:111-112
Prerequisite: at least one year of high school mathematics.

This course is required for computer science majors and is also suitable for other students who are interested in learning fundamentals of computing. Courses 111 and 112 cover essentially the same material. Computer science majors are advised to take 111 in the fall since the computer is used extensively in 106 as an aid for teaching mathematical ideas. Non-majors are strongly advised to register for 112 in the spring.

Algorithms, interactive programming using the BASIC language, programming numerical problems, programming non-numerical problems (e.g. sorting), block diagram of a computer, computer simulation, other programming languages.

INTRODUCTION TO DISCRETE STRUCTURES (Cr. 4)

Orgass Fall 02:198:205
Prerequisite: advanced high school mathematical preparation or 02:198:105-106.

Required for majors in computer science. Also recommended for students in the biological, behavioral and social sciences

as well as in urban planning, who have a theoretical orientation and are interested in computer methods.

Fundamental algebraic and logical concepts that are needed for theoretical work in computer science, and applications of these concepts to problems in the field. Topics include: set theory, propositional calculus, boolean algebra, and algebraic structures including semigroups and groups. Relationships between these structures will be presented and applications in the study of computer networks and algorithms will be discussed.

DISCRETE PROBABILITY THEORY AND COMBINATORIAL ANALYSIS (Cr. 4)

Srinivasan Spring 02:198:206
Prerequisites: 02:198:205 or equivalent, and 02:198:105-106 or equivalent.

Required for majors in computer science. Also recommended for students in other sciences and in urban planning who have a theoretical orientation and are interested in computer methods.

Permutations and combinations, discrete probability theory, generating functions, recurrence relations, the principle of inclusion and exclusion, theory of graphs, linear programming, block designs. Combinatorial problems that are relevant to computer theory and the design of experiments.

NUMERICAL PROBLEMS AND COMPUTER

PROGRAMMING - A (Cr. 4) Given both semesters 02:198:211
Fender and Staff

Prerequisite: a working knowledge of calculus and linear algebra such as 198:105-106.

The course concentrates on the study of high level programming languages and their use in the formulation of algorithms for the solution of numerical problems. Required

of computer science majors. It is also recommended for students majoring in the sciences of mathematics and engineering who are seriously interested in computer programming and numerical methods. The elements of FORTRAN IV with illustrations from numerical processes. Subroutines, arrays, input-output, data types. Numerical processing, roots of equations, simultaneous equations, elements of matrix analysis, iterative programming processes. Interpolation, curve fitting, approximation of functions. Errors and propagation of errors. Random number generation, sorting, data handling. Basic notions of PL/I.

NON-NUMERICAL PROBLEMS & COMPUTER
PROGRAMMING (Cr. 4) Spring 02:198:212
Pauli

To explore the application of computer languages to the formulation of algorithms for the solution of non-numerical problems. This course will be given in two forms: one form, Form A, for those with some programming background including experience with at least one higher level language. This requirement is satisfied by courses 111-112 or 211 or both. The other form, Form B, will require no computer background, but a satisfactory high school mathematics background or 02:090:119-120 is assumed. Form A of this course is required for majors in computer science. In Form A, SNOBOL 4 will be introduced. Because of the background expected in this section, students will be expected to learn the language rapidly. Form B will start with an introduction to programming in higher level languages using PL/I as the major language. The same type of material will be covered in both sections. Language manipulation, sorting, symbolic simplification and expansion of symbolic mathematical expressions, symbolic differentiation, language analysis and translation. Graph manipulations, shortest path problems. Maze problems, graphics, game playing, and theorem proving problems.

NUMERICAL PROBLEMS AND COMPUTER
PROGRAMMING B (Cr. 4, 4) Given both semesters 02:198:213
Vichnevetsky

Prerequisites: two semesters of calculus and familiarity with a high level language such as *Fortran* or *Basic*.

This course concentrates on the study of high level languages for the solution of numerical problems—extensive use of the computer illustrates the theoretical development of algorithms. Required for computer science majors, but also recommended for majors in other disciplines.

DATA PROCESSING AND COMPUTER
PROGRAMMING (Cr. 4) Spring 02:198:214
Baxendale

Prerequisites: 02:198:111 or 02:198:112 or equivalent, or consent of the instructor.

The course will start with a three-week introduction to COBOL programming, internal data representation, magnetic tape systems, direct access storage devices, peripheral I/O devices and introduction to software. Description of a data base and its structure.

INDEPENDENT STUDY A (variable credit)
Staff (by arrangement) Fall and Spring 02:198:223-224

This course is intended for computer science majors who are interested in going deeply into a subject which is not covered comprehensively in a formal course. This course also provides a vehicle by which computer science majors may gain experience in software design and implementation by undertaking a substantial programming project.

Consent of the supervising instructor is required. (Students should obtain and complete an application form at the departmental office prior to registration for independent study.)

COMPUTERS AND PROGRAMMING (Cr. 4, 4)

Staff Fall and Spring 02:198:311-312

Prerequisites: a course in computer problem solving (preferably 02:198:211, but 02:198:212 or 02:198:112 would also be satisfactory) and one year of college mathematics.

Required for majors in computer science. Also recommended for students majoring in mathematics and engineering who are strongly interested in programming and in computer structures. This is a strengthened version of the Theory of Computer Programming (02:198:301-302) which has been discontinued. Structure of computers, logical design, and machine architecture. Programming in machine language and assembly language. Data structures. Programming and storage techniques. Introduction to systems software. Laboratory work in software design and programming.

INFORMATION PROCESSING METHODS (Cr. 4)

Baxendale Fall 02:198:321

Prerequisite: 02:198:212.

The COBOL language will be used extensively. Students will be expected either to know COBOL or to learn the language rapidly on their own with some guidance from the instructor. Students in doubt of their preparation should consult the instructor prior to registration.

Recommended for majors in computer science, as well as for students in social sciences, humanities and business who are interested in applications of computers in data processing and information systems. Description of a data base and its structure. Concepts of functions, arrays, records, files, trees, lists and list structures. Updating and addition to records. Modes of referencing and accessing records. Hierarchies of storage. Sorting, searching and retrieval of files; the role of programs in the data base, their relocation and allocation of

storage. Business record-keeping; case study in inventory control. Management information systems. Inquiring and interactive systems. Automatic indexing and information retrieval. System simulation and control. Properties of languages in description of simulation models. Design and testing of models; queueing flow in networks, storage and priority systems, feedback systems.

NUMERICAL METHODS (Cr. 4)

Spring 02:198:322

Baxendale

Prerequisite: 02:198:211.

Recommended for majors in computer science, as well as students in the physical and biological sciences, mathematics and engineering who are interested in applications of computers to numerical problems. Iterative methods of solving equations. Error analysis. Multiple precision arithmetic. Interpolation. Systems of linear equations. Matrix inversion and other calculations. Eigenvalues and eigenvectors. Functional approximation. Least squares. Statistical programming. Data description and tabulation. Regression analysis. Stepwise multiple regression. Polynomial regression. Time series analysis. Harmonic analysis. Computer graphic output. Numerical differentiation. Numerical quadrature. Numerical solution of ordinary differential equations. Initial value problems. Predictor corrector methods. Boundary value problems. Introduction to solution of partial differential equations. Methods of Milne, Adams, Moulton, Ruge-Kutta, and others for solving of differential equations. Boundary value problems. Investigation of the relative effectiveness of different methods.

LANGUAGE SOFTWARE (Cr. 4)

Fall 02:198:401

Rabinowitz

Prerequisites: 02:198:311-312 or 02:198:301-302, and 02:198:205-206.

Required for majors in computer science. Assemblers, loaders

and macro processors. Introduction to formal properties of programming languages. Schemes of compiling. Structure of compilers.

OPERATING SYSTEMS SOFTWARE (Cr. 4)

Falk Spring 02:198:402

Organization of input/output, buffering, interrupt handling, channels, batch processing systems, multiprogramming, multiprocessing, and time sharing. Processes, memory management, name management, resource allocation, protection. Studies of particular system configurations.

MODELLING AND SIMULATION OF CONTINUOUS SYSTEMS (Cr. 4)

Spring 02:198:404

Vichnevetsky

Prerequisites: 02:198:211 or equivalent and at least two semesters of calculus.

This course concentrates on the formulation of mathematical models of continuous dynamical systems, and their simulation through the use of analog and digital computers. Application in biological, environmental, and industrial dynamics are emphasized.

TOPICS IN COMPUTER THEORY (Cr. 3) Spring 02:198:422

Orgass

Prerequisites: 02:198:311-312 or 02:198:301-302, and 02:198:205-206 or equivalent; a desirable preparation would be a course in logic such as the course 02:730:322 (Intermediate Logic) offered by the philosophy department.

Recommended for majors in computer science, especially for those intending to go into graduate work. Introduction to topics in switching and automata theory, the theory of computation and the theory of formal languages.

SEMINAR IN COMPUTERS AND SOCIETY (Cr. 3)

Staff

Fall 02:198:431

Prerequisite: at least one computer science course and permission of the instructor.

This senior-level seminar is recommended for majors in computer science and other students who are interested in the spread of the computer culture and in its social impact. Review of computer applications in the scientific, economic, and social domains. Effects on individuals and organizations; effects on values, education, employment and management. Lectures, study of reports and papers on selected topics, work on projects and class discussion.

SEMINAR IN NON-NUMERICAL COMPUTER APPLICATIONS (Cr. 3)

Spring 02:198:432

Staff

Prerequisites: 02:198:212 and permission of the instructor.

This senior-level seminar is recommended for majors in computer science, as well as for students in social sciences and humanities, who are interested in advanced applications of computers in non-numerical problems. Text processing problems. Computer applications in literature, linguistics, history and the arts. Formula manipulation, proof finding and heuristic problem solving. Question answering and dialogue systems. Lectures, study of research reports, work on projects and class discussion.

INDEPENDENT STUDY B (Cr. 4, 4)

Staff (by arrangement)

Fall and Spring 02:198:495-496

Intended mainly for majors in computer science who are interested in gaining substantial experience in software design and implementation. Subject and requirements to be deter-

mined individually with the supervising instructor. Design studies and work on computer projects of a realistic nature in areas of systems software and in new computer applications. Students should obtain and complete an application form at the departmental office prior to registration for Independent Study.

Related Course

FUNDAMENTAL CONCEPTS IN MODERN COLLEGE MATHEMATICS	02:090:118
INTRODUCTION TO APPLIED MATHEMATICS	02:090:119
INTRODUCTION TO APPLIED MATHEMATICS	02:090:120
INTRODUCTORY APPLIED MATHEMATICS	02:090:124

ECONOMICS

The curriculum in economics is designed to meet three kinds of objectives:

- (1) to provide a stimulating and free intellectual environment for those interested in understanding economic aspects of critical social issues such as poverty, affluence, unemployment, inflation, racism, sexism, exploitation, discrimination, pollution and war.
- (2) to provide skills to those seeking occupations which require or prefer economics backgrounds.
- (3) to lay the foundations for graduate work in economics and related fields such as: business administration, public administration, health administration, management sciences, education, law, journalism, and finance.

In addition to the major in economics, the department currently offers a major in economics with concentration in business. Students may also elect, with the approval of the department, to major in economics with concentrations in other related areas such as: health, education, demography, political science, labor studies, sociology, anthropology, history, computer science, engineering, and urban studies.

Requirements for Majors

Majors in economics, with or without concentrations in related areas, are required to take the following core curriculum of five courses:

Economics 105: Contemporary Economic Issues

Economics 107: Monopoly, Competition And Public Policy

Economics 310: Statistics For Economists

Economics 323: Microeconomics

Economics 324: Macroeconomics

Majors in economics must also complete seven electives in economics, at the 200 level or above of which up to three courses may be at the 200 level; of the latter two may be replaced by related courses (listed on following pages under College Courses) or related courses approved by the departmental adviser.

Faculty

Shanti S. Tangri, Professor and Chairman. B.Sc., M.A., Punjab (India); Ph.D., Berkeley. Interests: development planning, urbanization, comparative systems. Editor: *Capital Accumulation and Economic Development; Command versus Demand: Systems for Economic Growth; Economic Development and Population Growth: A Conflict?*; "Urbanization, Political Stability and Economic Growth"; "Urban Growth, Housing and Economic Development: The Case of India"; "China and Peaceful Coexistence: Some Considerations."

Raymond L. Fales, Assistant Professor. B.S.M.E., Tufts University; M.A.E., Chrysler Institute of Engineering; M.A., Wayne State University; Ph.D., Northwestern University. Interests: urban economics, location theory, economic history. Author: "Location Theory and the Spatial Structure of the Nineteenth Century City"; "Thunen, Weber and the Spatial Structure of the Nineteenth Century City."

Irving Gershenberg, Assistant Professor. B.A., City College of New York; M.A., Ph.D., Berkeley. Interests: American economic history, economic development of Africa, economic ideologies. Author: *Interpretive Essays in Banking: Uganda*; "The Negro and the Development of White Public Education in the South: Alabama, 1880-1930"; *The Distribution of Medical Services in Uganda*.

Joyce M. Nussbaum, Assistant Professor. B.A., Goucher; M.A., Ph.D., Northwestern. Interests: labor economics, economics of discrimination, economic development. Author: "The Cost to Nonwhite Males of Labor Market Discrimination"; "The Tax Structure and Discrimination Against Working Wives."

Van Polhemus, Teaching Assistant.

Coadjutants: Hayford Alile, M.B.A., Rutgers College. Frieda Chaleff, A.B., Hunter College; A.M., New York University.

Associated Faculty: Michael Greenberg, Associate Professor of Community Development (Urban Studies Div.)

Courses

There are no prerequisites for the 100 or 200 level courses.

CONTEMPORARY ECONOMIC

ISSUES (Cr. 4)

Given both semesters 02:220:105

Staff

In this course we analyze several problems of contemporary American society. The fundamentals of national income analysis will be introduced in the early part of the course and used as a framework for discussion of issues such as inflation and employment, the goals of economic policy, the role and effectiveness of monetary and fiscal policy, and tax reform. This course is required for economics majors.

MONOPOLY, COMPETITION AND

PUBLIC POLICY (Cr. 4) Given both semesters 02:220:107
Staff

The subject of this course is the organization of American industry, its market behavior and economic performance. We will examine the economic consequences of corporate size and industry concentration and review policies for curbing the undesirable effects of monopoly power. This course is required for economics majors.

BASIC SKILLS FOR ECONOMICS (Cr. 1)

Tangri Fall, Spring 02:220:115, 116

The course is designed to equip students with elementary and basic skills useful in the study of economics such as: elementary analytical geometry, linear algebra, graphical analysis, concepts of two- and multidimensional space of linear, non-linear, monotonic and other functional relationships, of minimization, maximization and optimization, of stable, quasi-stable and unstable systems, of unique and non-unique solutions.

THE ECONOMY OF PUERTO RICO (Cr. 4) Spring 02:220:210
Staff

The course will examine the structure and performance of the Puerto Rican economy especially since 1940. Particular emphasis will be given to the role of government in promoting economic development in the various sectors of the economy, such as agriculture, manufacturing, tourism, mining and construction along with specific issues such as unemployment, savings, capital formation, taxation. The course will also examine the economic implications of Puerto Rico's current political status and of the proposed alternative political statuses. [Not given in 1972-73.]

WORKSHOP IN SMALL UNIT

MANAGEMENT (Cr. 4) Spring 02:220:216
Alile

This seminar will examine a number of economic and management principles which can be utilized in student-operated enterprises or in other small businesses. Elements of pricing in competitive and non-competitive markets, marketing, accounting, management and concepts such as: risk, interest, amortization, equity, overhead and operating costs will be introduced.

INDEPENDENT STUDY (1 to 4 cr.)

Fall, Spring 02:220:223, 224

CAPITALISM, SOCIALISM AND

MIXED ECONOMIES (Cr. 4) Fall 02:220:226
Tangri

An introduction to the variety of systems in the contemporary world. The course will examine the interrelations between ideologies, cultural values and the social, political and economic structures within each system and how these interactions affect the performance of each economy. Relevance of concepts such as the market mechanism, capitalism, socialism, market socialism, fascism and centralized, decentralized and indicative planning will be examined.

POLITICAL ECONOMY OF AFRICA (Cr. 4) Fall 02:220:228
Gershenberg

A survey of the critical problems confronting African nations seeking to develop economically. Attention will be focused on agriculture and industry, urbanization and employment creation, strategies of economic development, e.g., import substitution and export promotion, economic planning, institution building and revitalization, regional cooperation as well as an evaluation of colonialism and neo-colonialism.

PERSONAL AND CONSUMER
FINANCE (Cr. 4)

Spring 02:220:234

Chaleff

The primary aim of this course is to equip the student to make the best economic decisions in his personal life. Secondary aims include a discussion of how larger socioeconomic decisions affect the choices available to the individual; how personal decisions affect the over-all economy; how the consumer movement relates to the individual's concerns.

INDIA, CHINA AND THE POVERTY
OF NATIONS (Cr. 4)

Fall 02:220:281

Tangri

A comparative analysis of the goals, structures and economic performance of the two largest nations of the world seeking to eradicate poverty through different political ideologies and economic systems, social institutions and strategies of change and the implications of their efforts for other poor nations.

MONEY AND BANKING (Cr. 4)

Fall 02:220:301

Staff

Prerequisite: 02:220:105 or 02:220:107.

The economic significance of money and the nature of American banking institutions are the main topics of this course. We will study, in particular, the role of commercial banks in a modern economic system and the role of the Federal Reserve System in influencing economic activity, interest rates and price levels.

LABOR ECONOMICS (Cr. 4)

Spring 02:220:304

Nussbaum

Prerequisite: 02:220:107 or permission of the instructor.

The economic aspects of human labor are examined in this

course. In particular, we will investigate the economic and legislative factors which determine wage differentials, hours of work and working conditions. Social programs dealing with unemployment, poverty and industrial disability risks will also be examined.

DEVELOPMENT OF THE AMERICAN
ECONOMY (Cr. 4)

Fall 02:220:305

Fales

Prerequisite: 02:220:105, or 02:220:107, or permission of the instructor.

Origins; structural and institutional change; methodology; and critical examination of selected topics in U.S. economic history from colonial times to the present.

STATISTICS FOR ECONOMISTS (Cr. 4)

Fall 02:220:310

Staff

The nature and sources of statistical data; tabular and graphic presentation; common errors in inferences drawn from numerical data; frequency distribution, normal curve; statistical inference and the testing of hypotheses; time series analysis; index numbers; regression; correlation; chi-square. This course is required for a major in economics.

ECONOMICS OF HEALTH (Cr. 4)

Spring 02:220:316

Staff

Prerequisites: 02:220:105, 02:220:107 or permission of the instructor.

The course deals with issues relating to health care: the demand for, and supply and distribution of, medical services; the roles of private and public sectors; the measurement of costs and benefits of alternative health care delivery systems; and public policies relating to prevention, cure and insurance in the health field.

MICROECONOMICS (Cr. 4) Fall 02:220:323

Staff

Prerequisite: 02:220:107.

The study of the behavior of business firms in competitive and non-competitive markets. Modern consumer demand and production theories will be studied with regard to their role in determining market prices and levels of production. This course is required for students majoring in economics.

MACROECONOMICS (Cr. 4) Spring 02:220:324

Staff

Prerequisite: 02:220:105.

Modern and classical theories of income determination and economic growth; emphasis on problems of unemployment and inflation. This course is required for economics majors.

THE FINANCE INDUSTRY (Cr. 4) 02:220:325

Staff

Prerequisite: 02:220:105 or 02:220:107 or permission of the instructor.

The characteristics of the commercial banking industry, savings and loan associations, and life insurance companies and the influence of these industries upon the economy.

URBAN AND REGIONAL ECONOMICS (Cr. 4) 02:220:330

Fales

Prerequisite: 02:220:105 or 02:220:107 or permission of the instructor.

This course inquires into the reasons for emergence of cities, their relationship with the aggregate economy. It examines the central problems of the city, its current generalized spatial form and the performance of the city from an economic viewpoint.

ECONOMICS OF THE ENVIRONMENT (Cr. 4) 02:220:332

Fales, Tangri

Prerequisite: 02:220:105 or 02:220:107 or permission of the instructor.

The course discusses man's natural environment both as a resource and a product of his economic activity. Environmental pollution and deterioration as well as policies to conserve or improve the environment will be examined in the general context of the theory of public goods. [Not given in 1972-73.]

SOCIAL CONTROL OF BUSINESS (Cr. 4) Spring 02:220:334

Fales

Prerequisite: 02:220:107 or permission of the instructor.

An examination of major economic groupings and the needs and conflicts which have led to socially imposed limitations on a free-market economy. Analysis of such formal controls as the anti-trust laws and the regulations of public utilities and the securities market; study of such informal controls as the tax structure, subsidy payments, and the pressure of public opinion.

INTERNATIONAL ECONOMIC RELATIONS (Cr. 4) 02:220:345

Staff

Prerequisite: 02:220:105 or 02:220:107 or permission of the instructor.

Theory of international trade, the balance of payments, international capital flows, exchange rates, and commercial policies affecting trade relations between nations and the role of international trade in the welfare of nations.

ECONOMICS OF DISCRIMINATION (Cr. 4) 02:220:357

Nussbaum

Prerequisite: 02:220:105 or 02:220:107.

This course will be concerned with economic aspects of discrimination against minority groups. Discrimination will be defined in economic terms and analyzed as to its causes and implications. In particular, differentials in employment, income and occupation structure will be examined with regard to their private and social costs. Policies to reduce economic discrimination will also be considered. [Not given in 1972-73.]

PUBLIC FINANCE (Cr. 4) 02:220:360
Staff
Prerequisite: 02:220:105.

In a modern economy, government spending and taxation exert a great deal of influence on the level of economic activity and individual welfare. In this course we analyze the various economic tools of policy available to the federal government and provide a framework for evaluating their impact on income distribution and the productive efficiency of the economy. New tax proposals, such as the negative income tax, will be discussed and their usefulness assessed. [Not given in 1972-73.]

COMPARATIVE ECONOMIC
SYSTEMS (Cr. 4) Spring 02:220:362
Tangri
Prerequisite: 02:220:105 or 02:220:107 or permission of the instructor.

An examination of the similarities and differences of various types of developed, industrialized economies ranging from market (capitalist) systems to planned (socialist and communist) systems. Analysis will focus on such issues as: the process of resource allocation, economic decision making (at both the micro and macro level), income distribution, growth rates, and the possibility of convergence.

STATE AND LOCAL PUBLIC
FINANCE (Cr. 4) Fall 02:220:369
Staff
Prerequisite: 02:220:105.

The course deals with the fiscal problems of sub-national governmental units. We shall examine the expenditure side emphasizing the nature and quantitative aspects of the demand for public services. On the revenue side, we will look at the changing composition of local tax sources and the interdependence among these governmental units.

PROBLEMS OF DEVELOPMENT IN
EMERGING NATIONS (Cr. 4) Spring 02:220:370
Staff
Prerequisite: 02:220:105 or 02:220:107 or permission of the instructor.

Analysis of the nature and problems of less developed economies and various strategies for stimulating economic development. Specific issues to be discussed include population growth, capital accumulation and human resources, agricultural development versus industrialization and the role of technology.

ECONOMICS OF INCOME
INEQUALITY (Cr. 4) Fall 02:220:376
Nussbaum
Prerequisite: 02:220:105 or 02:220:107.

This course will analyze the way in which incomes are distributed in the United States and assess the role of such factors as occupation, education and discrimination. Policies designed to redistribute income will be studied, such as aspects of the tax system, minimum wage legislation, social insurance, and welfare programs.

ECONOMICS OF POPULATION (Cr. 4) Spring 02:220:377
Tangri

Prerequisite: 02:220:105 or 02:220:107 or the permission of the instructor.

The course discusses the economic consequences of population growth in developed and less developed economies, the impact of economic growth and the development of the growth and composition of population, the costs and benefits of slowing down population, the implications of slower, or zero, population growth for economic and social planning and the variety of relevant public policies on population in the contemporary world.

FORUM ON PUBLIC POLICY (Cr. 2) Spring 02:220:392
Staff

Prerequisite: 02:220:105 or 02:220:107 or permission of the instructor.

The seminar will examine a limited number of issues in public policy in the news such as the wage price freeze, the balance of payments and devaluation of the dollar, foreign aid, revenue sharing, and family income maintenance plans.

ECONOMICS OF PLANNING (Cr. 4) 02:220:420
Tangri

Prerequisites: 02:220:105 and 02:220:107 or permission of the instructor.

The course discusses the theory and practice of central planning in market and non-market economies in both developed and less developed countries. [Not given in 1972-73.]

SEMINAR IN RADICAL
POLITICAL ECONOMY (Cr. 4) 02:220:434
Staff

Prerequisites: 02:220:105, 02:220:107, 02:220:323 or permission of the instructor.

Led by a group of advanced graduate students in economics under the chairmanship of a faculty member, this seminar will examine the relevance of contemporary economic theory for the analysis and solution of national and international problems, such as poverty, unemployment, inflation, monopoly, crime, revenue sharing, pollution, war and imperialism. [Not given in 1972-73.]

RESEARCH SEMINAR IN
ECONOMICS (Cr. 4) Fall, Spring 02:220:475, 476
Staff

Prerequisites: 02:220:310, 02:220:323, 02:220:324.

The first part of the term will be devoted to the teaching of research methods in economics and of the ongoing research in economics by the faculty. The second part of the term will be devoted to discussions of the guided research undertaken by students. All majors in economics are expected to take one of these seminars and to demonstrate competence in doing significant research in economics.

INDEPENDENT STUDY (Cr. 1-4) Fall, Spring 02:220:495, 496

Related Courses

Two of the following related courses may be taken to fulfill the electives requirement for a major in economics.

EVENTS, IDEOLOGIES AND ECONOMIC PHILOSOPHIES THROUGH THE NINETEENTH CENTURY	(College Course)	02:090:213
CONTEMPORARY ECONOMIC IDEOLOGIES	(College Course)	02:090:210
POLITICAL ECONOMY OF THE AMERICAN GHETTO	(College Course)	02:090:227

THE SHOW

*Having those rollicky roller coaster
blues
again!*

*Hand me my soul, or an aspirin, or
a shield;*

*But please never leave me
at the ticket booth
with our good time
unredeemed.*

SIX P.M.

*Every day the old man gnaws on his wife's elbow as
she tells him about black lace nylons and Ezra Pound.
He then flips on the TV to watch the news. After
that he turns on the radio to hear the news.*

I wish somebody would remind him, he is the news.

GLENN LILLIE

TRILOGY

i

*the sea we swim is glacier white
shrouded mists of sunken words
that dance in strangling seaweed
it winds a path through carrion flesh moaning
oh the drowning within the layers of years.
how many pearls to collect!
how many green crystals to shatter!*

ii

*beyond the sun whose brilliance mocks me breathes
a people of blood language
words that pulse in mouths of caves warm like fire
fresh with morning breeze
sliding in kaleidoscope fashion molten,
mingling glass, there is no excess.*

iii

*this is the wardrobe of a hermit floating
on water fingers soothing
vanishing reappearing in myriad design
a flick of white sunlight: waves and valleys kiss
and rise
descend, then air and water meet in one breath of
the eye,
a silken cobweb threads a path into the horizon.*

NANCY GARRUBA

THOUGHTS ON LIVINGSTON

Livingston College is alive and to be alive is to know tension and joy; it is to falter and grow. Livingston College was conceived in an old-new kind of innocence. It is now a precocious child of three—longing to be loved, longing to be disciplined, yet wanting to fly free, undisciplined. Livingston is receptive to everything except the idea of “keeping still.” Just like a child.

The college is a cluster of contradictions—angry, solicitous, relaxed, up tight like a drum. It is incorrigible, willful, impertinent, intense, casual, careful, corny, questioning, reasonable, unreasonable, mad, gone completely mad—and in another moment stable, sane. Just like a grown-up. Just like a child. Just like America.

For Livingston is indeed a cupful of the country. It reflects something of its order, something of its disarray. It bristles with issues, with answers, with questions. God is dead! *Bin* dead! God lives. God is love. Revolution—no other way. Peace. Absolute peacefulness—no other way. The air is dirty, dirty enough to kill. Clean it lest we die. Clean it now! Stop the decay. Stop the war. Stop the dying. Stop hunger. Stop the babies. Stop China. Stop poverty. Stop racism. Stop America.

Livingston is new and many have flocked here to feast, to nibble at this new bread. It throbs with an incredible traffic in talent—versed in the old disciplines, versed, grappling with the new uncharted ones.

Out of this melange bursts a furious human energy, nuclear very near. It is occasionally out of harness; it is sometimes splendidly concerted, but never, never listless.

Fuming partisans, factions, nationalities, religions coexist here as they must. They coexist here, agreeing only to disagree. The college is unwelcome only to the indifferent.

Gilbert Moore

ENGLISH

Ten courses (40 credits) are required for a major in English, and all prospective majors are strongly urged to take *The Study of Literature*. Within the English major there are five areas of concentration: writing, general literary study, Black literature, film, and drama. Although most students will wish to concentrate on one of these five areas, they are not required to do so. The courses are organized into areas of study simply to clarify what the major offers. With the help of his or her advisers, each student should choose a course of individual study within the major.

Writing

Writing courses range from those concerned with basic language skills to those designed to develop creative abilities. Students interested in creative writing should begin with the basic creative writing course, but should first consult the teachers of individual sections who may emphasize a particular genre that interests them: poetry, fiction, the new personal journalism, drama, or Black literature. Advanced creative writing, or courses in writing in a particular genre should then be taken. Students may also take journalism and T.V. writing for credit in the writing concentration. A wide reading in contemporary literature, both poetry and prose, is helpful for the student writer. Knowledge of non-contemporary writers and literary traditions can be of equal advantage.

Students will also find some studies such as these useful: history of the language; studies in prose style; poetic rhythms, etc. Frequently, sections of *The Study of Literature* will concentrate on such a problem. See bulletins posted at registration time for specific information on sections.

Student writers also have profited from courses in other creative arts, particularly visual arts—courses in film, film-making workshops, and work on magazines—both editing and writing.

General Literary Study

The courses grouped under this heading are designed to acquaint the student with literature of various periods and genres. These courses are designed for all students, not only those intending to complete English majors or continue on to graduate work in English. Students preparing for graduate school must see to it that they meet the particular requirements of their intended schools; these usually include courses in: two or three different historical periods; various genres; and one or two foreign languages. Students should have their advisers help work out a coherent program.

Black Literature

The courses listed under the English department can be supplemented by those in Afro-American Studies and other departments.

Film

Visual and cinematic literacy is an important contemporary skill. The English and arts departments offer courses in film study, history, and production. We cannot provide complete pre-professional training, but do provide introductions to many of the technical skills of film-making. Formal course work can be supplemented by student film societies and photography and film-making clubs.

Drama

Courses range from those which concentrate on the dramatic text to those which teach productional skill. Courses in specialized technical areas can be taken through the Rutgers-Douglass theatre arts department. A Livingston student may major in drama through the Rutgers-Douglass department or major in English at Livingston with a specialty in drama.

Faculty

George Levine, Professor and Chairman. B.A., New York University; M.A., Ph.D., Minnesota. Interests: the novel; Victorian and contemporary literature; popular culture. Author: *The Boundaries of Fiction*.

Aijaz Ahmad, Assistant Professor. M.A., Punjab University. Interests: poet; translator; short story writer; student of Black and Third World literature and culture. Translator and editor: *Mirza Ghalib: Selected Poems*.

Miguel Algarin, Instructor. B.A., Wisconsin; M.A., Pennsylvania State; Ph.D., Rutgers. Interest: contemporary poetry.

Toni Cade Bambara, Associate Professor. B.A., Queens College; M.A., City College of New York. Interests: short story writer; critic; community organizer; student of Black literature and history. [On leave 1972-73.]

Ronald Christ, Associate Professor. B.A., M.A., Columbia; Ph.D., New York University. Interests: the novel; contemporary literature. Author: *The Narrow Act: Borges' Art of Illusion*.

James DeFelice, Assistant Professor. B.A., Northeastern; M.A., Tufts. Interests: playwright and actor.

Katherine Ellis, Assistant Professor. B.S., M.A., Ph.D., Columbia University. Interests: seventeenth-century literature; medieval literature.

Addison Gayle, B.A., City University of New York; M.A., University of California, Los Angeles. Author: numerous articles and six books, including: *Oak and Ivy: A Biography of Paul Laurence Dunbar*; *The Black Situation*; and *The Black Aesthetic*.

Martin Gliserman, Assistant Professor. B.A., Colby College; M.A., Ph.D., Indiana University. Interests: eighteenth-century literature; literature and psychology; English language training.

Ronald Gottesman, Associate Professor. B.A., University of Massachusetts; M.S., Colgate; Ph.D., Indiana. Interests: American literature, textual editing, bibliography, and the film. Former general editor: *A Selected Edition of W. D. Howells*. Author and editor: *Upton Sinclair: An Annotated Checklist*; *Sergei Eisenstein and Upton Sinclair: The Making and Unmaking of "Que Viva Mexico!"* (with Harry Geduld); *Art and Error* (with Scott Bennett).

Nathan C. Heard, Assistant Professor. Interests: modern Black literature, creative writing. Author: *Howard Street*; *To Reach A Dream*.

Arnold Henderson, Assistant Professor. B.A., Cornell; M.A., California, Berkeley. Interests: photographer, poet, medieval literature. Co-author: *Chaucer and Augustan Scholarship*. [On leave 1972-73.]

Caroline Rand Herron, Lecturer. B.A., Radcliffe College. Interests: writing, editing, publishing. Managing editor: *Partisan Review*; consultant: Coordinating Council of Literary Magazines; treasurer: The Print Center.

Bernard Johnson, Instructor. Art Director: Theater of the Black Experience; Asst. Director: National Black Theatre; Member: the Liberator—Performing Co., National Black Theatre. Has

acted in National Black Theatre productions and in the Off-Broadway production of Charlie Russell's "Five on the Black Hand Side."

Eric Krebs, Instructor. B.A., Rutgers University. Director of the Brecht West Theater and Coffee House. Interests: professional actor, director, playwright.

David Leverenz, Assistant Professor. B.A., Harvard; M.A., Ph.D., California. Interests: American literature; psychoanalysis and literature.

John K. McKee, Assistant Professor. B.A., Rutgers University; M.A., Stanford University. Interests: poetry; nineteenth and twentieth-century American literature; literature and philosophy.

Gilbert Moore, Assistant Professor. Interests: modern literature and journalism. Author: *A Special Rage*, an autobiography and account of personal and professional experiences with the Black Panther movement.

Daniel Newman, Associate Professor of Art and English. B.A., Bard. Interests: painting; theatre; American art history. Works presented in numerous one-man shows, including Grippi Gallery; 400 paintings in museum and private collections. Recipient of 1961 Guggenheim Fellowship in Creative Painting.

Peter Parisi, Assistant Professor. B.S., M.A., Columbia; Ph.D., Indiana University. Interests: literary theory; psychology and literature; popular culture.

Richard Poirier, Professor and New Brunswick Chairman of English. B.A., Amherst; M.A., Yale; Ph.D., Harvard. Co-editor: *Partisan Review*. Interests: American and contemporary literature; modern popular culture. Author: several books including *The Comic Sense of Henry James* and *A World Elsewhere*.

Gerald Rabkin, Professor. B.A., Brooklyn College; M.A., Ph.D., Ohio State. Interests: modern theatre, playwrighting, directing.

Author: *Drama and Commitment: Politics In The American Theatre of the Thirties*.

Stephen Reed, Instructor. Interest: drama production.

Robert Scarola, Assistant Professor. B.A., Miami University (Ohio); M.A., Ph.D., Indiana University. Interests: American literature, especially twentieth-century; American studies. Editor: *Radical American Studies*.

William Vesterman, Assistant Professor. B.A., Amherst; Ph.D., Rutgers. Interest: eighteenth-century literature, especially Samuel Johnson.

Richard Wasson, Associate Professor. B.A., Cornell College; M.A., Iowa; Ph.D., Wisconsin. Interests: modern literature; critical theory; and popular culture. Founder: Urbana Depot Theater and Depot Press.

Steven Zelman, Assistant Professor. B.A., M.A., Washington University; Ph.D., Brandeis. Interests: James Joyce; novel; relation between science and literature.

Richard August, Teaching Assistant.

Jim Beaton, Teaching Assistant.

Jack Bornstein, Teaching Assistant.

Leslie Clark, Teaching Assistant.

Cheryl Clarke, Teaching Assistant.

Jim Goodwin, Teaching Assistant.

Jonathan Lippert, Teaching Assistant.

Cleo McNelly, Teaching Assistant.

Leslie Mitchner, Teaching Assistant.

Susan Nash, Teaching Assistant.

Rosemary DePaola, Teaching Assistant.

Emanuel Peluso, Teaching Assistant.

John Siler, Teaching Assistant.

Courses

1. These are general indications of the course content. The instructors' own outlines, statements of aims, and reading lists will be available in the English department at registration.
2. Where more than one section of a course is offered, the content, methods, and prerequisites of each are at the discretion of the individual instructor. Students should consult the instructors' descriptions.

Writing

WRITING FROM EXPERIENCE (Cr. 4, 4)

Staff Given both semesters 02:350:101,102
Prerequisite: for 102:101 or permission of the instructor.

An exploration of how experience can be communicated in various written modes. The actual experience of writing will also be examined, and students will be expected to write in various genres: sometimes they will be expected to write journals and autobiographical sketches as well as the more finished forms, such as formal essays. Although basic goals are shared by all the staff, content and methods vary greatly in different sections; consequently, before signing up, the student should read descriptions for each section in the English department office.

LANGUAGE AND EXPERIENCE (Cr. 4) 02:350:107
Staff

A course in "nonliterary" language, although at the option of the instructor more traditional literature may be introduced. The function of the course will be to begin to make the student conscious of the way language operates on him in his daily life and of alternative ways of seeing and articulating his experience. Although much of the class time will be spent

in the analysis of nonliterary texts such as: newspaper stories, magazine articles, advertisements, television scripts, street dialogue, etc., the main focus of the course is devised by the instructor. Students and instructors will be encouraged to integrate the work in this course with their work in other courses in the university at the time.

CREATIVE WRITING (Cr. 4, 4)

Staff Given both semesters 02:350:111
The basic course in creative writing.

Since literary approaches and teaching techniques vary greatly from teacher to teacher, the student should consult the department bulletin before signing up for a particular section.

BASIC WRITING SKILLS I, II (Cr. 4, 4)

Staff Given both semesters 02:350:135, 136

A writing course giving emphasis to the basic problems involved in writing composition and in communicating. Attention will be given to small-scale organization: such as sentences; paragraphs; and grammatical possibilities. Attention will also be given to large-scale organization and the effective presentation of ideas in many forms: essays, proposals, political commentaries, autobiographies, journalistic reportage, etc. Although basic goals remain the same, content and methods vary greatly in different sections; consequently, before signing up, the student should read descriptions for each section in the English department office.

WRITING AND PHOTOGRAPHY (Cr. 4) 02:350:187
Henderson

Prerequisite: some experience in one, but not necessarily both, media, and permission of the instructor.

Photography and writing as means to explore experiences and convey impressions. Instruction and practice in both media, leading to individual and group projects. [Not given in 1972-73.]

WORKSHOP: LANGUAGE ARTS TRAINING (Cr. 4)

Bambara

02:350:228

Analysis of English as a political and cultural institution; exploration of several language systems (dialects) within the English-speaking community; and of the attitudes, approaches, and methods that dominate in the schools in relation to African, Chinese, Puerto Rican and so-called "Indian students." Focus on techniques for teachers and tutors of English composition. [Not given in 1972-73.]

WRITERS' PROGRAM (Cr. 4)

02:350:255

Peluso

Prerequisite: an outline of the projected work, and permission of the instructor.

An advanced creative writing course in which the student is assisted in planning, writing, and finishing a substantial work.

WORKSHOP: EDITING AND WRITING (Cr. 4)

02:350:282

Herron

The emphasis will be on the development of editorial and journalistic skills (copy editing, proofreading, dummy and makeup, etc.) through the publication of a journal suited to the background, ability, and interest of the class.

ADVANCED CREATIVE WRITING

Algarin, Scarola

Given both semesters 02:350:327

Prerequisite: a sample of students' writing must be submitted to the instructor.

The course will examine the conversion of thoughts into words. It will examine the act of producing a continuous formation of

words as the active, conscious product of experience. When a mind causes into existence an image of what has happened or of what is happening or of what will be, it is originating a particular arrangement of words; it is inventing a metaphor. The class will be conducted as a workshop. The individual writings will be discussed in group readings. The emphasis of the course will be on the discipline that goes into the freedom of writing creatively. It will focus on the tensions between releasing words and shaping them.

ADVANCED EXPOSITORY WRITING (Cr. 4)

02:350:376

Christ

Prerequisite: Permission of the instructor.

Intensive work in writing essays of exposition, description, argument, or narrative. Recommended for those interested in developing further their skills in essay writing, particularly intended for prospective high-school teachers.

*General Literary Study***STUDY OF LITERATURE (Cr. 4, 4)**

Staff

Given both semesters 02:350:105-106

An introduction to the study of short stories, novels, poems, and plays. Content and methods vary greatly in different sections; consequently, before signing up, the student should read descriptions for each section in the English department office.

SCIENCE AND LITERATURE (Cr. 4)

02:090:220

Zemelman

Science as an imaginative act and as a social force. The scientists' attempts to express these things; literary writers' attempts to comprehend them; students' own accounts of them.

STUDIES IN AMERICAN LITERATURE (Cr. 4) 02:352:223
McKee

Prerequisite: one course in literature.

A survey from Emerson to Richard Wright, examining some of the central social and philosophical themes in American literature, e.g. the American dream; the changing conception of the self; the role of women; and the impact of scientific thought and technology upon American idealism and life.

SHAKESPEARE (Cr. 4) 02:350:233
Staff

A study of the techniques, characters, images, and dramaturgy in Shakespeare's plays. The plays selected vary from semester to semester; see the department bulletin.

LITERARY GENRES: POETRY (Cr. 4)
Staff Given both semesters 02:350:241
Prerequisite: one course in literature.

A study of the relationship between literary genre and meaning. Content and methods vary greatly in different sections; before signing up, the student should read descriptions for each section in the English department office.

LITERARY GENRES: NOVEL (Cr. 4)
Staff Given both semesters 02:350:242, 243
Prerequisite: one course in literature.

A study of the relationship between genre and meaning. Content and methods vary greatly in different sections; before signing up, the student should read descriptions for each section in the English department office.

ALTERNATIVE CULTURES IN AMERICAN LITERATURE (Cr. 4, 4) 02:352:245, 255

Scarola

Prerequisite: one course in American literature of the nineteenth or twentieth centuries.

This course will investigate such problems as: (1) what is a "culture"? and (2) how the literature of three alternative cultural experience in the United States—the Southwest Indian, the urban Black, and the white youth—may help clarify the relationship between individuals and the culture(s) they experience.

SEXUALITY AND MODERN LITERATURE (Cr. 4) 02:350:249
Leverenz and Ellis

An investigation of how post-industrial literature deals with sexual identity, masculine and feminine roles, sexuality as aggression, the mind-body split, and the psychology of love.

LITERARY GENRES: SHORT STORY (Cr. 4) 02:350:305
Christ

Prerequisite: one course in literature.

A study of short story collections in which the individual stories are developed as units in the construction of a larger fictional world. Careful attention to the individual stories and to their interaction.

STUDIES IN RENAISSANCE LITERATURE (Cr. 4)
Ellis 02:350:315, 316

Prerequisite: one course in literature.

A survey of literary themes and genres from Skelton to Milton. An introduction to literature from 1500 to 1660 through a study

of selected figures in poetry, prose, and non-Shakespearean drama and an examination of contemporary attitudes, behavior and assumptions.

EIGHTEENTH-CENTURY ENGLISH
LITERATURE (Cr. 4)

02:350:326

Gliserman and Vesterman

Prerequisite: one course in literature.

An introduction to English literature from 1660 to 1800 through a study of selected major figures in poetry and prose, and an examination of contemporary values, assumptions, and ideas.

MODERN AMERICAN POETRY (Cr. 4)

02:352:332

McKee

Prerequisite: two courses in literature.

A study of the themes, poetic concepts, and techniques employed by poets ranging from Robert Frost and T. S. Eliot to Robert Lowell and Theodore Roethke.

AMERICAN FICTION (Cr. 4)

02:352:363

Gottesman

Prerequisite: one course in literature.

American fiction from Brown to Kesey. Emphasis varies from semester to semester. In the Fall of 1972 the writers studied will be Twain, Howells, James, Crane, and Dreiser. (Not open to students who have taken 12:352:337 or 12:352:363 or 06:352:243 or 06:352:244.)

NINETEENTH-CENTURY ENGLISH
LITERATURE (Cr. 4)

02:350:333, 334

Levine

Prerequisite: two courses in literature.

An introduction to English literature from 1800 to 1900 through a study of selected major figures in poetry and prose and an

examination of the cultural contexts out of which the works were written.

NEW DIRECTIONS IN POETRY

02:350:335

Algarin

Prerequisite: one literature course.

A group of words arranged around a feeling (or idea) is a metaphor. A lot of contemporary poetry is rooted in the attempt of an independent man to arrange—to invent—the language again. Two questions will be the focus of this course: (1) How does a poet re-invent the language? How does he strip words of their historic meaning? And when he strips, does he force them into new realities? Is he, by baring the language, then constructing his and our latest, newest sense of where we are? (2) What is the rigor of contemporary poetry? Is it a discipline or is it simply free-swinging? Poets to be studied: Eliot, Pound, Duncan, Stevens, Yeats, Olson, Leroi Jones, Gwendolyn Brooks, Don Lee, Clarence Major.

MODERN BRITISH LITERATURE (Cr. 4)

02:350:342

Wasson

Prerequisite: one course in literature.

A survey of major movements, themes, and figures in British literature, 1900-1970, set against an international background.

MODERN AMERICAN LITERATURE (Cr. 4)

McKee

Spring 02:352:344

Prerequisite: two literature courses.

An examination of some of the major themes and techniques of twentieth century American poetry and prose. We will concentrate on five or six major figures who will vary from year to year. The figures to be studied in 1972 are Frost, Hemingway, Stevens, Faulkner, Wright and Ellison.

LANGUAGE AND EDUCATION (Cr. 4)

02:350:359

Gliserman

Prerequisite: sophomore standing or permission of the instructor.

This course will be concerned specifically with the problems of teaching the English language, and generally with teaching methods. The approach to language will not be prescriptive; rather, it will be descriptive and will employ a transformational-generative grammar. The course will deal with problems of writing and reading. Specific consideration will be given to the study of dialects, which will be explored non-evaluatively and, whenever possible, historically.

MAKING UP METAPHORS: A STUDY OF 17th AND
20th CENTURY PROSE AND POETRY
Algarin

02:350:362

We will study John Donne's sermons alongside Malcolm X's speeches, his Afro-American history and Eldridge Cleaver's *Soul on Ice*. We will read portions of the *Autobiography of Malcolm X* to compare and contrast it with autobiographical writing of the 17th century. We will compare the conceits of Donne's and Herbert's poetry to Afro-American poetry. Malcolm X writes "that it was in that [the 16th and 17th century] atmosphere that you and I arrived here."

PSYCHOLOGICAL BASES OF THE FICTIVE (Cr. 4) 02:350:363
Parisi

Prerequisite: junior standing or permission of the instructor.

A study of the "human potential movement"—especially Rogerian psychotherapy, gestalt therapy, bio-energetics, and Zen—and the way it expands the idea of the fictional to include "real" forms of expression.

BLAKE AND MILTON (Cr. 4)

02:350:371

DiSalvo

Prerequisite: two literature courses.

An examination of the poetry of these two men who moved in their work from lyric and sensual questions about the literary comprehension of reality to epic and prophetic questions about man's spirit and its relation to the universe.

CHAUCER (Cr. 4)

02:350:373

Henderson

Prerequisite: one course in literature or one course in the Middle Ages (art, music, philosophy, history, etc.).

Readings in the original Middle English, including about a third of Chaucer's complete writings and including some early works as well as most of the *Canterbury Tales*.

POETRY, DRAMA, AND ROMANCE IN MEDIEVAL
ENGLAND (Cr. 4)

02:350:378

Henderson

Prerequisite: one course in literature or one course in the Middle Ages (art, music, philosophy, history, etc.).

The best of medieval English literature (excluding Chaucer), from rowdy to visionary, from social satire to romantic escapism; including *Sir Gawain*, mystery plays, *Piers Plowman*, Henryson. Some attention to social background, art, and the making of modern social attitudes, during the 13th-15th centuries. [Not given in 1972-73.]

PSYCHOANALYSIS AND LITERATURE (Cr. 4)

02:350:384

Leverenz and Gliserman

This course will test how psychoanalytic methods and insights can help us understand our experience of literature.

Focus will be on our responses to literature, more than on the author's conscious intentions or unconscious conflicts. Primary texts: Freud's *Interpretation of Dreams*, Erikson, Laing, etc.

JUNIOR SEMINAR (Cr. 4, 4) 02:350:391, 397
Levine and Staff

Several department members will discuss in detail key literary works and contemporary critical problems in order to: provide the student with a wide variety of critical tools; raise major literary problems of our time; and introduce the department to its majors.

TWENTIETH CENTURY LITERARY CRITICISM (Cr. 4)
Wasson Fall 02:350:418

A survey of the major schools and critics from the beginning of the century. While emphasis will vary from year to year, the course will consistently attend to T.S. Eliot, the New Critics, psychoanalytic criticism, Marxist criticism, and recent developments like those stemming from the Black, radical, and feminist movements. The effect of these movements on the teaching of literature will be stressed.

STUDIES IN MAJOR AUTHORS AND LITERARY TOPICS (Cr. 4) 02:350:419
Staff

Prerequisites: English or education major and at least two advanced courses in literature.

Intense study of the works of a major writer and of major criticism and bibliography concerning him, in preparation for teaching the subject at freshman or sophomore levels. Each student must seek out a faculty member to sponsor and guide his or her work. For first semester seniors only.

SEMINAR IN MAJOR MODERN AUTHORS (Cr. 4)
Wasson Spring 02:350:430

Designed for students interested in studying one or two major modern writers in depth. The course will change from year to year with student interest, but figures like Eliot, Lawrence, Wright, Lessing, Woolf will be considered. Students should consult the instructor.

THE TEACHING OF LITERATURE (Cr. 4) 02:350:436
Staff
Prerequisite: 02:350:419.

A continuation of Studies in Major Authors. The student will teach a seven-week, two-credit course, under the supervision of his or her faculty sponsor, on the author or topic studied in the first semester.

Black Literature

THE BLACK MAN AND THE RED MAN IN AMERICAN LITERATURE (Cr. 4) 02:352:219
Staff
Prerequisite: permission of the instructor.

An investigation of "noble savage" and other racist myths in early and modern American literature. [Not given in 1972-73.]

LITERATURE OF THE PEOPLES OF COLOR (Cr. 4)
Ahmad 02:352:227, 228
Prerequisite: permission of the instructor.

Comparative readings in the literatures of Asia, Africa, Latin America and Afro-America.

FRANTZ FANON SEMINAR (Cr. 4)

02:352:229

Ahmad

Prerequisite: permission of the instructor.

An in-depth consideration of the works of Fanon in chronological order. Emphasis will be placed on the life of Fanon, his activities as a revolutionary and the intellectual environment from which he emerged. Theories considered include: thoughts on revolutionary language and art; violence; the psychology of political repression; role of women; and the culture of the colonized.

MODERN BLACK WRITERS (Cr. 4)

02:352:236

Heard

Prerequisite: permission of the instructor.

A consideration of the works of modern Black writers with special consideration of social, psychological, and political conditions in the United States as they are reflected in the work of these writers.

BLACK NOVEL (Cr. 4)

02:352:280

Ahmad

Prerequisite: permission of the instructor.

Study of the Black novel: Afro-American, African and Caribbean. Not strictly chronological. Rather, we are concerned

with the varieties of Black experience in terms of geography and political situation, and the political meanings of that experience.

BLACK AND THIRD WORLD POETRY (Cr. 4)

02:352:347

Algarin

Prerequisite: at least one literature course.

Afro-American and Third World poetry from Aimé-Césaire to Don Lee.

Film

THE LANGUAGE OF FILM (Cr. 4, 4)

Given both semesters 02:350:201-202

Gottesman, Rabkin and Clark

A first course in the analysis of films. Both semesters must be taken in sequence. Students will see most films twice, once during the double period and once at night. Attendance at both showings is required. Discussions will follow screenings and there will be one lecture per week.

CELLULOID I, II (Cr. 4, 4)

02:350:234, 389

Staff

Prerequisite: permission of the instructor and some demonstrated work and study in film.

Celluloid I is an exploration into the fundamentals of basic film techniques. The course will attempt to impart the skills requisite to 8mm, super 8mm, and 16mm filming. In Celluloid II, the class will form itself as a production crew and shoot a feature-length, sound, 16mm motion picture.

STUDIES IN FILM ADAPTATION

02:350:251

Clark

The course is intended to serve as an introduction to film,

approached through the study of adaptations from short stories, plays, and novels. The advantage of this method is that you can begin to decide for yourself what expectations you bring to a movie, and what is unique to the film experience that doesn't happen elsewhere. Are the movies entertainment or art? Is a particular film "better" than the book, and what are the grounds upon which we can make a comparison? There are a lot more questions we need to ask. Authors include: James, Du Maupassant, Shakespeare, Austen, Conrad, among others. Directors include: Renoir, Kurosawa, Hawks, Ford, Huston, Reed.

FILM STUDIES (Cr. 4) Given both semesters 02:350:300
Gottesman and Rabkin

Prerequisite: at least one course in film and permission of the instructor.

Studies in some depth of major artists, directors, or a film tradition. Emphasis on detailed consideration of technique and theme.

TEACHING FILM (Cr. 8) 02:350:328
Staff

Prerequisite: permission of the instructor.

Students will jointly teach a course in film and film production (Celluloid I and II) while participating in a seminar on film problems and the language of film.

SPECIAL TOPICS IN FILM STUDY (Cr. 4) 02:350:354

Historical and critical studies in film theory, genre, national movements, themes and relationship of film to society and other art forms. Topics vary from semester to semester.

Drama

THEATRICAL PRODUCTION I AND II (Cr. 4, 4)

Staff

02:210:206, 245

I: Introduction to the theory and practice of theatrical production, with emphasis on the problems of acting and directing. Scene study, play analysis, theatre games, rehearsal procedures, problems of performance.

II: Further investigation of the theory and practice of theatrical production with concentration on the problems of performance. Intensive study of acting and directing, problems of casting, play selection, rehearsal procedures, etc., culminating in public performance.

WORKSHOP: DRAMA FOR CHILDREN (Cr. 4) 02:210:213
Krebs

Prerequisite: permission of the instructor.

A seminar and practical course designed to train students in methods of working with youngsters in drama. Focus will be on the problems of working with city children. Students will hold workshops in the community during the latter part of the semester.

WORKSHOP: ADVANCED CREATIVE DRAMATICS (Cr. 4)
Krebs 02:210:214

Prerequisite: permission of the instructor.

A course designed for students who have completed Workshop: Theatre for Children. Work is centered around actual productions of plays, especially children's plays. Extensive work in theatre games will be the basis of both the workshop and the productions. The course will be primarily a workshop leading to production. Material rehearsed and developed in the early part of the semester will be presented in various community spaces, i.e., schools, day care centers, etc.

BLACK THEATRE WORKSHOP I AND II (Cr. 4, 4)

Johnson

02:210:215, 216

Prerequisite: permission of the instructor.

Practical work in theatre based on the "Techniques of Liberation" of the National Black Theatre of New York. Based on the five cycles of evolution: Nigga, Negro, Militant, Nationalist, Revolutionary. Each cycle will be studied in terms of its total life style (i.e., clothes, colors, food, political awareness, physical mannerisms, music, mental attitude, language, values); the physical manifestations thereof; and the theatrical presentation of these five cycles.

PLAYWRITING AND SCREENWRITING (Cr. 4)

02:350:226

Rabkin

Workshop in playwriting and screenwriting; investigation of the similarities and differences in cinematic and dramatic projects; one-act or full length plays or long shooting scripts; individual and collective discussion—at times, presentation—of the students' work.

INTRODUCTION TO DRAMA AND THEATRE I AND II (Cr. 4, 4)

02:350:240, 262

DeFelice

Investigation of the most significant periods and movements in dramatic and theatrical history by means of the reading of texts, examination of theatrical materials, and preparation of scenes and/or projects related to the selected areas of study. I: concentration on Greek and Roman, Medieval, and Elizabethan theatre and drama; II: concentration on post-Renaissance drama and theatre: Molière, Commedia, Naturalism, and the Absurd.

NEW DIRECTIONS IN DRAMA AND THEATRE (Cr. 4)

Rabkin

02:350:341

Prerequisite: one course in drama or theatre.

An examination of the main directions in twentieth-century experimental drama. Emphasis will be placed on: (1) history of the theatrical avant garde; (2) drama from Strindberg to the American underground; (3) theory: readings in Artaud, Brecht, Gradowski, Brook; (4) contemporary theatrical experiment: the Living Theatre, the Open Theatre, etc.

DRAMA STUDIES (Cr. 4)

02:350:344

DeFelice and Rabkin

Prerequisite: one course in drama or theatre.

The close examination of a selected topic in drama and/or theatre. Possible topics: the intensive study of an individual playwright, dramatic period, theatre group, movement; inter-relations with other genres, movements, or political and social forces.

General**GROUP STUDY (Cr. 4, 4)**

02:350:213, 214

Staff

It is possible for a group of students with a common interest, having obtained the permission of an instructor, to undertake independent study in writing, Black literature, general literary study, film, or drama.

INDEPENDENT STUDY A (Cr. 4, 4)

Staff

Given both semesters 02:350:217, 218

It is possible for a student, having obtained the permission of an instructor, to undertake independent study in writing, Black literature, general literary study, film, or drama. Introductory work for freshmen and sophomores.

INDEPENDENT STUDY B (Cr. 4, 4)

Staff

Given both semesters 02:350:495, 496

It is possible for a student, having obtained the permission of an instructor, to undertake independent study in writing, Black literature, general literary study, film, or drama. Advanced work for juniors and seniors.

HISTORY

The approach of the Department of History is to treat historical matters as part of the total human experience. It pays particular attention to the dynamics of social change and the diverse means by which people have solved problems and shaped their social, economic, and political environment. The department goes beyond political, constitutional and national developments to organize courses around topics that are treated in their total context. Among the areas the department emphasizes are: the process of urbanization; the history of ethnic groups; the role played by protest and social reform movements; the historical developments of formal and informal institutions, such as classes and government agencies; the history of Africa, Asia, and Latin America.

The department believes that the study of history should be an integrated process which utilizes not only the particular methods and perspectives of history but also those of the other social sciences and the humanities as well. Indeed, the study of particular questions in their historical context provides a unique opportunity for an interdisciplinary approach. Historians in the department will not only use an integrated approach in their own courses but intend to develop and offer courses in conjunction with members of other disciplines.

Faculty

John R. Gillis, Associate Professor and Chairman. A.B., Amherst College; Ph.D., Stanford. Interests: European social history and comparative history of youth groups and movements. Author: *The Prussian Bureaucracy in Crisis, 1840-1860: The Origins of an Administrative Ethos*. Now engaged in preparing a social history of age groups in Germany and England since 1750.

Michael Gasster, Associate Professor. B.S.S., City College of New York; A.M., Columbia; Ph.D., University of Washington. Interest: modern China. Author of *Chinese Intellectuals and the Revolution of 1911: The Birth of Modern Chinese Radicalism*.

Gerald N. Grob, Professor. B.S.S., City College of New York; A.M., Columbia; Ph.D., Northwestern. Interest: American social history. Author: *Workers and Utopia: A Study of Ideological Conflict in the American Labor Movement 1865-1900* and *The State and the Mentally Ill: A History of Worcester State Hospital in Massachusetts, 1830-1920*. Editor: *American Social History Before 1860*, *American Ideas* (2 vols., with Robert N. Beck), and *Interpretations of American History* (2 vols., with George A. Billias). Now working on a history of American mental hospitals and psychiatry under a grant from the National Institute of Mental Health (HEW).

Gwendolyn Hall, Assistant Professor. B.A., M.A., University of the Americas; Ph.D., University of Michigan. Interest: Latin American history. Author: *Social Control in Slave Plantation Societies: A Comparison of St. Domingue and Cuba*.

Allen M. Howard, Assistant Professor. B.S., M.S., Ph.D., University of Wisconsin. Interest: African history. Author: *The Role of Freetown in the Commercial Life of Sierra Leone*.

Norman Markowitz, Assistant Professor. A.B., City College of

New York; M.A., Ph.D., University of Michigan. Interest: twentieth century American political history. Currently working on a study of Henry A. Wallace and American liberalism.

Seth M. Scheiner, Associate Professor. A.B., City College of New York; M.A., Ph.D., New York University. Author: *Negro Mecca: A History of the Negro in New York City, 1865-1920*. Now engaged in a study of Black Americans in northern cities.

Peter N. Stearns, Professor and New Brunswick Chairman of History. B.A., M.A., Ph.D., Harvard. Interests: French and European social history. Author: *European Society in Upheaval; Priest and Revolutionary: Lamennais and the Dilemma of French Catholicism; A Century for Debate; and Modern Europe: A Survey*. Editor: *Journal of Social History*.

John H. Wilson, Assistant Professor. A.B., Bucknell University; M.A., Ph.D., University of Chicago. Interests: European social history; social protest movements in Europe.

Program for a Major in History

The major in history involves intensive study in the discipline, integrating the methods and perspectives of history with other fields. This approach involves formulating questions, using records from the past, and assessing various interpretations. Through this process, the student will develop his or her ability to ask and begin to answer how and why groups and societies change over time. To further this development, the department will expect its majors to become proficient in the methods and tools of historical study and will provide whatever is necessary in the way of special courses or seminars to achieve this goal. Majors will be encouraged to acquire not only skills in history and other social sciences and the humanities, but skills in foreign languages, statistics, and computer sciences as well.

The department recognizes that the use of historical materials should be an important part of the history major, especially

for those who intend to pursue a career in education. Toward this end, research techniques are taught.

The following basic framework for the program in history is intended to be flexible and comprehensive enough to achieve the goals of the overall program in history and to provide for the possibility of various interdisciplinary majors.

1. Each student will have an adviser with whom he or she will work closely in the creation of a program to meet his or her specific needs and interests and in his or her study of history in general. It is recommended that the student choose an adviser whose field of interest is the same or similar to his or her own. A student considering a major in history is urged to consult with a member of the department by the end of his or her second year or as soon thereafter as possible.
2. The major in history will consist of at least eight courses (thirty-two credits) in history. Six of these courses must be at an advanced level. Eight credits of these advanced courses may be at the 200 level.
3. Of the advanced courses taken in history, at least one must be taken in each of three major areas. At present the Department of History offers courses in five major areas: European, American, Latin American, Asian, and African.
4. In addition to the courses in history, at least three advanced courses at the 200 level or above must be taken in another social science or other discipline related to the student's interest.

Introductory Courses (For freshmen and sophomores only)

In place of traditional survey courses, the Department of History offers a series of introductory courses that deal with the history and development of both western and non-western

societies and cultures. These courses will have two basic objectives: to analyze the nature of these societies and the internal and external forces making for slow or rapid change; and to study various modes of historical inquiry and to evaluate a variety of different and competing historical interpretations.

Students, especially those who have had survey courses in European and American history in high school, are urged to elect 100 level courses dealing with Latin America, China, or Africa. Under no circumstances may students take more than one 100 level course listed below. Juniors and seniors seeking to elect courses in history are urged to take advantage of the wide range of courses above the 200 level offered in the Department of History for which there are no prerequisites.

AFRICAN SOCIETIES AND KINGDOMS

TO 1880 (Cr. 4)

Fall 02:510:109

Howard

The course deals with three topics: social and economic background to history; kingdoms and other societies; and Africa in the era of the Atlantic slave trade. Attention is given to different forms of leadership in African societies; to the importance of family, religion, and trade in history; to the growth and decline of states, to the impact of the slave trade on Africa, and to the carry-over of African culture to the Americas.

CONTINUITY AND CHANGE IN AFRICAN SOCIETIES,

1800 TO PRESENT (Cr. 4)

Spring 02:510:110

Howard

This course deals with the following subjects: resistance and accommodation to colonialism; continuity of African cultures under European colonialism; urbanization and the rise of new associations and elite groups; and nationalism and the role of the masses. The emphasis is on how peoples organized themselves in various ways to deal with colonialism and rapid

social change, and on how internal developments such as the spread of Islam and the creation of new social and economic groups have had fundamental impact on African history.

THE DYNAMICS OF CHANGE IN EUROPEAN

HISTORY (Cr. 4, 4)

Fall, Spring 02:510:111, 112

Gillis and Wilson

Exploration of how and why change has taken place in European societies. The primary focus will be upon how people have actually lived and how they have shaped or affected their social, economic, and political environment to promote or inhibit change. There will be no attempt to cover European history over a given time span. Rather, certain periods and problems will be the focus of intensive study. The first semester will normally concern itself with the period from the early Middle Ages to the French Revolution. The second semester will deal with modern Europe. The course is intended for persons with little or no college work in European history. The two semesters need not be taken in sequence.

THE AMERICAN PEOPLE: THEIR SOCIETY AND

INSTITUTIONS (Cr. 4, 4)

Fall, Spring 02:512:113, 114

Markowitz and Scheiner

This course will analyze the structure of American society from the nineteenth century to the present and the forces making for stability and change. Emphasis will be on: defining the sources of internal and external tensions; how various groups have responded to these tensions; and the way in which institutions either adapted themselves or were transformed as a result of different forms of conflict.

LATIN AMERICAN CIVILIZATION (Cr. 4)

Fall 02:512:119

Hall

A comparative analysis of the development of selected coun-

tries and areas, emphasizing the Mexican, Cuban, Chilean, and Bolivian revolutions and their aftermaths.

MODERN CHINA AND THE OUTSIDE

WORLD (Cr. 4)

Fall 02:510:121

Gasster

This course treats the history of contacts between the Chinese and foreigners. It attempts to assess continuity and change in the nature of those contacts and in the attitudes and behavior of Chinese and foreigners toward each other. Special attention is given to United States relations with China since 1941.

MAO TSE TUNG AND THE ROLE OF THE

"GREAT MAN" IN HISTORY (Cr. 4)

Spring 02:510:122

Gasster

For 30 to 40 years Mao Tse Tung has led the Chinese revolution. In the history of mankind, few individuals, if any, have had a greater impact on the lives of so many people. This course examines Mao's life and how he has shaped the history of modern China in order to arrive at a deeper understanding of the relationship between individuals and the historical process.

YOUTH IN HISTORY (Cr. 4)

Spring 02:510:212

Gillis

The course will examine the status of contemporary youth from American and European historical perspectives. The approach is interdisciplinary, anthropological and sociological as well as historical. Lectures will deal with the interaction between the traditions of youth and the changing demands of adult society in the nineteenth and twentieth centuries. With the history of student radicalism, Bohemian subcultures, juvenile delinquency, and adolescent psychology as background, members of the course will conduct independent projects on historical or contemporary subjects of their own choosing.

URBANIZATION AND SOCIETY IN THE THIRD

WORLD (Cr. 4)

Spring 02:510:234

Howard

This course compares historical changes in towns and cities in Latin America, Africa, and Asia, during three time periods: pre-colonial, colonial, and recent. Case studies are chosen from particular countries such as: Peru, Mexico, Nigeria, Uganda, and Indonesia. Documents, autobiographies, novels, and sociological and geographical materials are used to examine the lives of people in the urban elite, urban masses, and peasantry. The city is analyzed as a center of power and wealth linked to and dominant over the countryside. Different life-styles within towns are examined and some comparisons with Europe are made.

HISTORY OF FRANCE,

1870-PRESENT (Cr. 2, 2)

Spring 02:510:240, 241

Wilson

This course will focus on the struggle among various social groups of France to shape and control a staggered and awkward evolution toward a modern, industrialized society. This struggle included an ongoing effort by each group to control and dominate the workings of democratic political processes under successive regimes. Such a focus broadly conceived will involve studying not only economic, social, and political conditions, and personalities such as Jean Jaures, Clemenceau, Poincaré, and De Gaulle, but also French culture and intellectual life and such personalities as Zola, Gide, Sartre, Camus, and Simone de Beauvoir. Finally, attention will be given to France's peculiarity as an imperial power. More than once in the history of France during this period, the above struggles were worked out in terms of foreign affairs and with special reference to France's role as a colonial power. Three main periods will be given approximately equal weight—1870-1914, 1914-1944, 1945-present.

Advanced Courses

HISTORY OF THE BLACK AMERICAN (Cr. 4)

Spring 02:512:305

Scheiner

An examination of the Black man's role in United States history from the colonial period to the present. Emphasis will be given to the political, economic, social, and cultural life of the Black American since the Civil War.

REVOLUTION IN EUROPE (Cr. 4)

02:510:316

Wilson

Focus will be upon the major eras of revolution in Europe from 1760 to 1850, and upon lesser eras of revolution, notably those of the mid-17th century and the period following World War I, especially 1917-1923. A short concluding unit will also look at revolution in post-World War II Europe. Major emphasis will be upon the study in detail of representative revolutions.

RECENT AMERICA (Cr. 4)

Fall 02:512:321

Markowitz

An analysis of American society from the New Deal to the present. The course will emphasize in particular the nature of liberal movements and their role and impact on politics as well as the influence of world events on domestic institutions and diplomacy.

HISTORY OF MEXICO (Cr. 4)

Spring 02:510:326

Hall

The Indian high civilization of Meso-America (Olmec, Toltec, Maya, Aztec), the Spanish conquest, colonial institutions, the independence, and major social changes of the national period (The Reform and the Revolution of 1910). Emphasis upon social and intellectual history.

EDUCATION IN AMERICAN SOCIETY (Cr. 4)

Grob

Fall 02:512:356

An historical-sociological analysis of the nature of educational institutions in America from their beginnings to the present. Emphasis will be placed on the nature and objectives of these institutions, the manner in which they functioned, and their relationship to American society.

AFRO-LATIN AMERICA (Cr. 4)

Fall 02:512:380

Hall

African cultural survivals in the New World; comparing and contrasting the African experience in Brazil, Haiti, Jamaica, Cuba, the Dutch West Indies and the United States.

ORAL HISTORY: RESEARCH TECHNIQUES AND FIELD EXPERIENCE (Cr. 4)

Spring 02:512:381

Hall

The course will involve the following studies: some of the best examples of oral history; the problems, methods and techniques of conducting an oral history interview; and field experience interviewing, transcribing and editing the oral history interview.

REVOLUTION IN MODERN CHINA (Cr. 4)

Fall 02:510:387

Gasster

A study of four revolutionary movements: The Taipings (1850-1864); Republicans (1894-1912); May Fourth/New Culture Movement (1915-1925); and the Communists (1920-present). Major emphasis will be placed on the Communist movement. Attention will also be given to theories of revolution and comparisons between the Chinese revolution and others including the French and Russian.

TWENTIETH CENTURY EUROPE (Cr. 4) Spring 02:510:390
Wilson

This course will concentrate on major economic and social forces shaping life in 20th century Europe and the efforts of major social groups to cope with and shape these forces. Imperialism, nationalism, fascism, communism and labor movements will be studied from this point of view.

The focus on social and economic developments and on major social groups is not intended to preclude looking at cultural and intellectual history but to provide a different point of view for doing so. Finally, an attempt will be made to assess all of these factors in Europe today and Europe's changed position in the world.

THE CITY IN AMERICAN HISTORY (Cr. 4) Fall 02:510:405
Scheiner

A study of the evolution of the American city with emphasis on urbanization and its relation to living patterns: social, economic, and governmental institutions; the adjustment of ethnic groups to an urban setting; and attempts at social change. [Not given in 1972-73.]

SOCIAL PROTEST MOVEMENTS IN MODERN
EUROPE (Cr. 4, 4) Fall, Spring 02:510:407, 408
Stearns

The course will be devoted to social protest in Europe from 1760 to the present. Primary focus will be upon protest expressed through demonstrations, strikes, riots, and insurrections. Substantial attention will be given to the major revolutions of the period and to the emergence of the English working class as two expressions of social protest.

THE UNITED STATES IN THE NINETEENTH
CENTURY (Cr. 4) Spring 02:512:414
Grob

An analysis of the growth of American society from a rural to an urban-industrial nation. Emphasis will be placed on the nature of the American political system, the relationship between politics and society, and the ways in which institutions adapted themselves to economic and technological change.

WEST AFRICA IN THE NINETEENTH AND
TWENTIETH CENTURIES (Cr. 4) Fall 02:510:415
Howard

Major recent changes in West African societies are examined: problems of government in past and present states; rise of new social and economic groups and group conflict; various reactions to the West.

HISTORY OF SOUTHERN AND CENTRAL
AFRICA (Cr. 4) Spring 02:510:416
Howard

Four main themes are examined in depth: African nations and nationalism from the sixteenth century to contemporary liberation movements; European settlement and growth of segregation systems; African social and economic life, including rural-urban links, trade organizations, and social associations; Western policy toward the area.

CLASS STATUS AND POWER: ENGLAND
SINCE 1750 (Cr. 4) Fall 02:510:455
Gillis

The impact of industrialization, democratization, and total war on family patterns, generational conflict, education, and class consciousness in England from 1750 to the present.

MODERNIZATION IN EUROPE, 1750-1850 (Cr. 4) 02:510:460
Gillis

A comparative study of France, England and Germany between the Old Regime and the industrial-democratic age. Emphasizes the ways in which social, political, and cultural changes prepared the ground for subsequent developments in late nineteenth century Europe.

Mini Courses

The department offers a number of two-credit courses each semester. Each course runs for seven weeks, either in the first or second half of the semester. The mini-courses are primarily designed to give sophomores, juniors and seniors a chance to undertake a brief but intensive study of a particular subject not generally offered by the department and to allow them to sample a broader range of subjects than they might normally find the time to do.

The subjects covered in mini-courses will change frequently in response to student interest. Subjects recently offered:

RESISTANCE TO COLONIALISM IN
AFRICA (Cr. 2) Spring 02:510:236
Howard

DEVELOPMENT OF ATHENIAN
DEMOCRACY (Cr. 2) Spring 02:510:216
Wilson

AMERICAN IMPERIALISM (Cr. 2) Fall 02:512:212
O'Horo

FILM AND THE MODERN CONSCIOUSNESS:
THE FICTIONAL FILM (Cr. 2) Spring 02:510:220
Pemberton

THE FORMATION OF MODERN ARTISTIC
CONSCIOUSNESS (Cr. 2) Spring 02:510:226
Karnik

ORIGINS OF FASCISM (Cr. 2) Spring 02:510:210
Gillis

THE COLD WAR (Cr. 2) Fall 02:510:254
O'Horo

FILM AND THE MODERN CONSCIOUSNESS:
THE PROPAGANDA FILM (Cr. 2) Spring 02:510:200
Pemberton

MODERN SOCIAL RADICALISM IN THE
ARTS (Cr. 2) Spring 02:510:230
Karnik

Related Course

SELECTED TOPICS IN THE CHINESE
REVOLUTION (Cr. 4) (College Courses) Spring 02:090:314

FIVE

Looking into the eyes of babies in experiments
 born without the normal pressure on their skulls
 thinking they are going to put an end to philosophy
 when some development of this begins to breed monsters
 and that the chase through probability of the genius
 the great kick he gives through his mother as he comes out
 the clarity of the air surrounding him later in life
 however much his body might take revenge on him
 his mind crack between the diameter of his skull and the crown

reality comprises

that the immeasurable heave of the whole race
 to bring this animal to the tree's crest and enthrone him there
 may be gone forever in a moment of medical history
 like the passing of some art or an old migration
 of all the birds together in the arms of the same wind
 the way the planet used to turn in one direction with one purpose

frightens a lot

I remember on the shores of the most beautiful lake in the world
 whose name in its own language means abundance of waters
 as if the volcanos surrounding it had broken open the earth
 there in the village of Saint James of Compostela* one cold night
 not the cereus-scented summer nights in which a voice I never traced
 sang those heartbreaking serenades to no one known
 a visiting couple gave birth in the market place
 the father gnawing the cord like a rat to free the child
 and before leaving in the morning they were given the freedom of the place

NATHANIEL TARN.

I mean the child was given

*St. James of Compostela (Santiago) is the patron of Santiago Atitlán.
 © Nathaniel Tarn. Published by Random House.

LITERATURES, LANGUAGES AND LINGUISTICS

Courses at the 100-200 level offered in the department are designed to fill the needs of students who, before going into the natural sciences or the social sciences, wish to prepare a broad base in literature and languages. Departmental majors, on the other hand, are those students who want to read both broadly and intensively in the literatures and in the languages of more than one country. The departmental major leads to the B.A. degree either in humanities, in comparative literature, or in any of the languages other than English listed below.

The humanities option: a general course in which readings will be done mainly, or even completely in English. All humanities majors should take Introduction to World Literature in their first or second years. A minimum of ten courses in the department, chosen after conference with an adviser, is required, together with a judicious selection of courses in allied areas: English, philosophy, history, art history, or musicology.

The comparative literature option: the student will take at least one, and preferably two languages other than English. In the primary foreign language,

the student will have followed a minimum of two courses. Eight courses other than those in languages are required for the major, among which Introduction to Comparative Study should be taken in the second year, and the Seminar in Comparative Literature in the final year.

All courses, but particularly those at the first and second-year level, will stress mastery in English composition through the assignment of frequent short papers.

The language option: the student will take a minimum of eight courses beyond the introductory level. After the introductory level, the student will take his or her remaining courses in the literature of his or her choice. Lectures and class discussions in these courses will be conducted in English but the foreign language major is required to read the material in the original. One of the class periods may be conducted in the foreign language, or discussion groups arranged. The major may also elect to take courses in the related fields of political science, history, philosophy, sociology and the arts.

Students who wish to pursue a language-education major will be required to fulfill a major in this department as well as a major in the Department of Education.

Comparative Literature

Faculty

John Owen McCormick, Professor of Comparative Literature and Graduate Director. A.B., University of Minnesota; M.A., Ph.D., Harvard University. Interests: literary theory, European novel, and Romanticism. Most recent book: *The Middle Distance: A Comparative History of European and American Imaginative Literature, 1919-1932*.

Elton M. Anglada, Assistant Professor of Spanish. Licenciatura, Universidad de Santo Domingo; M.A., University of Connecticut; Ph.D., University of Illinois. Interests: Spanish language and literature. Most recent book: *José Gutierrez Solana: Artista de dos mundos*.

Christina Abdella, Assistant Professor of French. B.A., M.A., University of Illinois; Ph.D., Rice University. Interests: French language and literature, comparative literature, linguistics.

Nicolaes Rzewsky, Assistant Professor of Russian. B.A., Rutgers University; M.A., A.B.D., Princeton University. Interests: Russian language and literature.

Serge Sobolevitch, Associate Professor of Comparative Literature. A.B., Queens College; M.A., Ph.D., Princeton University. Interests: neo-classicism, symbolism, theatre.

Nathaniel Tarn, Professor of Comparative Literature. B.A., Kings College, Cambridge; Cert. C.S.R.E., Paris; M.A., Ph.D., University of Chicago. Interests: poetry, comparative literature, anthropology, linguistics. Author: *The Beautiful Contradictions*.

Janet Walker, Assistant Professor of Comparative Literature. A.B., University of Wisconsin; M.A., A.B.D., Harvard University. Interests: Japanese and Chinese literature, the novel.

Steven Walker, Assistant Professor of French and Comparative Literature. B.A., University of Wisconsin; M.A., A.B.D., Harvard University. Interests: modern French literature, Sanskrit, and classical Greek literature.

James J. Wilhelm, Associate Professor of Comparative Literature. B.A., Yale University; M.A., Columbia University; Ph.D., Yale University. Interest: medieval literature. Most recent book: *Medieval Song, An Anthology of Hymns and Lyrics*.

Courses

TOPICS IN MODERN PROSE FICTION AND
DRAMATIC LITERATURE (Cr. 4, 4) 02:195:200, 201

Each term a different topic, such as the alienated man as protagonist, will be selected for examination.

INTRODUCTION TO COMPARATIVE
STUDY (Cr. 4, 4) 02:195:205-206
Sobolevitch

The course will define, by pertinent example, the various components of the discipline of comparative study, including: concepts of theme and genre; the relationships between literature and philosophical ideas; literary and political history; and the allied arts. The validity of various critical approaches, such as the sociological or the psychological, will be debated. A comparison will be made between the national as against the comparative method of dealing with traditional and contemporary aesthetic problems. Required of all students majoring in comparative literature.

POETRY OF IMAGINATION AND
SPIRITUALITY (Cr. 4) 02:195:210
Janet Walker

Poetry from Japan, China, Europe, and America will be studied which communicates the excitement of going beyond the narrow world of personality into the wider world of imagination and spirituality. Readings include *haiku*, poems of Zen masters, poems of Rilke, Gary Snyder, Rimbaud, and Chinese poets. Some visual art—Zen-influenced painting of China and Japan, and German Expressionist painting—will be viewed in its relationship to the poetry. All readings in English.

EUROPEAN DRAMA: IBSEN
TO BRECHT (Cr. 4) 02:195:213, 214
Abdella

An exploration of the many facets of European drama from realism and naturalism to the theatre of the absurd. Readings, in English translation, will include representative plays by a variety of West and East European dramatists.

MODERN EUROPEAN AND ENGLISH
POETRY (Cr. 4, 4) 02:195:215, 216
Staff

A comparative survey in breadth and depth of poetry from approximately 1910 to the present.

CLASSICAL BACKGROUNDS OF MODERN
CULTURE (Cr. 4) 02:195:217
Wilhelm

Emphasis on the Greco-Roman world in modern literature and thought, with correlations between Homer and Joyce, Sophocles and Cocteau, Sappho and Pound.

ECCENTRICS AND INTROVERTS (Cr. 4) 02:195:219
Janet Walker

Diaries and fiction of Western, Chinese, and Japanese writers which lead the reader to an awareness of the unpredictability and complexity of the human personality. Works of Rousseau, Dostoyevsky, Svevo, Hesse; Chinese and Japanese diaries and confessional novels.

AN INTRODUCTION TO WORLD
LITERATURE (Cr. 4, 4)

02:195:101, 102

Tarn, Sobolevitch, Janet Walker, Anglada,
Steven Walker, Wilhelm, McCormick and Rzewsky

An introduction to classical and modern literature in both the Western and Oriental traditions. The course will treat—by means of literary history, genres, and themes—major works ranging in time from Homer to Alejo Carpentier, and from Confucius to Kawabata.

CRITICAL THEORY: THE TOOLS OF
THE TRADE (Cr. 4)

02:195:250

Anglada

This course is designed to acquaint the student with representative selections of critical writings from Aristotle to the present. The student will develop a historical overview of literary and aesthetic theory.

STUDIES IN LITERARY GENRES (Cr. 4, 4) 02:195:301, 302
Staff

Formal and aesthetic problems of major literary genres in their historical development. Concept of the epic, lyric, and dramatic. One genre will be selected for intensive study from selected texts.

Section 01, Anglada. *Joyce and Faulkner in the Latin-American Novel*. This course will deal with the influence of Joyce and Faulkner on some of the more prominent modern writers of Latin America, primarily through comparison of the various authors' concepts of form and use of language. Typical readings: Joyce, *Portrait of the Artist as a Young Man* and *Ulysses*; Faulkner, *The Sound and the Fury*; Llosa, *The Green House*; Cortázar, *Hopscotch*; Rulfo, *Pedro Páramo*; Infante, *Three Trapped Tigers*; García Márquez, *A Hundred Years of*

Solitude; Fuentes, *Change of Skin*; Carpentier, *The Lost Steps*.

Section 02, Janet Walker. *Japanese Literature in Translation*. Fall term: the original forms: love lyrics, novels, diaries, lyrical drama (Noh), haiku. Japanese attitudes toward life, time, love, and art. Concentration on the *Tale of Genji*, love and nature poetry, Zen in literature and art. Spring term: the modern novel: new use of old moods and forms. Concentration on the themes of individualism versus social or family bonds, eroticism, death, violence, the meaning of art and of past culture. Readings include novels of Mishima, Tanizaki, Kawabata, Soseki, and others.

LITERATURE AND PHILOSOPHY (Cr. 4, 4) 02:195:305, 306
Rzewsky

The function of ideas in literature and the cultural context out of which a writer develops his thought and his art. Issues of methodology drawn from literary criticism and aesthetics will be reviewed and appraised in the light of pertinent works of literature. Authors to be considered are the English Metaphysical poets, Goethe, Voltaire, Dostoyevsky, Tolstoy, Camus, Gide, Sartre and Mann.

LITERATURE IN TIMES OF CHANGE (Cr. 4) 02:195:307
Sobolevitch

Literature in times of political stress and scientific change with 17th Century European and Classical Greek examples.

MEDIEVAL EPIC AND ROMANCE (Cr. 4) 02:195:309
Wilhelm

Narratives of the Middle Ages from *Beowulf* and *Roland* to Dante and Chaucer, with emphasis on the conflict of Christian concepts of love and war.

MEDIEVAL SONG AND THE LYRIC

TRADITION (Cr. 4)

02:195:310

Wilhelm

Lyrics of medieval Europe cast in a perspective of the whole lyric sensibility, and related to the modern popular tradition. Emphasis on troubadours, sonneteers, and folk-balladeers, with background in Christian hymns.

EUROPEAN NOVEL (Cr. 4, 4)

02:195:311, 312

Walker

A critical and historical study of important continental and English novelists from Cervantes to Malraux. A reading knowledge of at least one European language is desirable, although texts may be read in translation.

JUNIOR SEMINAR IN COMPARATIVE

LITERATURE (Cr. 4, 4)

02:195:321, 322

Staff

Principles of comparative study with illustrations in selected texts.

LITERATURE AND THE INITIATIC

TRADITION (Cr. 4, 4)

02:195:324, 325

Tarn

"Initiatic," "esoteric," "occult"—whatever the term used to denote the perennial philosophy of self-discovery and self-fulfillment—this tradition has been alive in the arts, and especially in literature, from antiquity until the present day.

A number of classical authors, such as Apuleius, the Troubadours, Dante (as well as certain Oriental sources) will serve as introduction to the full flowering of the tradition in an Albion line running from Blake to Yeats; a French one

from Nerval and Hugo to Milosz; and a German one from Novalis to Hesse. The course will focus when necessary on materials about initiation from anthropology, philosophy and comparative religion.

THE RENAISSANCE (Cr. 4)

02:195:326

Staff

Selected poems, plays, fiction, and philosophical writings of Renaissance Europe, from Leonardo da Vinci to Cervantes' *Don Quixote*; art slide illustrations and analogues.

THE REALISTIC THEATRE (Cr. 4, 4)

02:195:327, 328

Sobolevitch

A history of the realistic presentation of theatrical spectacles in Europe from the middle of the 18th to the start of the 20th century. The emphasis will be as much on the staging as on the playwrighting. The main figures studied will be Voltaire, Goethe, Tolstoy, Becque, the Duke of Meiningen, Dumas, Gorky, Antoine, Ibsen, Stanislavsky, Chekov, Shaw and Shakespeare.

COSMOS, SELF AND COMMUNITY: READINGS IN
GEOPOLITICAL, EGOPOLITICAL AND
ETHNOPOLITICAL APPROACHES TO WORLD

LITERATURE (Cr. 4, 4)

02:195:331, 332

Tarn

This course is about: (1) "primitive" and "archaic" poetries; (2) attitudes to the "primitive" and the "savage" in texts by Shakespeare, Defoe, Rousseau, D.H. Lawrence, Aldous Huxley, A. Carpentier, William Golding and others; and (3) methodological problems in the study of comparative literature which involve the influence of concepts from anthropology revolving around the concept of myth. Some of the authors

involved will be Frazer, Jane Harrison, Lévi-Strauss, Edmund Leach and G. S. Kirk.

The course is research-oriented, open-ended and presents no neat packages and solutions. What we mean by "primitive," out there, *and* inside ourselves, is the ultimate quarry.

TECHNOLOGY AND ART (Cr. 4) 02:195:342
Anglada

This course will deal with technique as it determines aesthetics. The influence of the media, the influence of materials, and distinctions between oral and written literature will be discussed. Is the novel obsolete? Is our notion of self too literary today?

SCIENCE FICTION (Cr. 4) 02:195:350
Sobolevitch

The study of science fiction over the past thirty years. The course will try to accommodate both those students who are interested in talking about science fiction and those who are interested in writing it themselves.

THE RUSSIAN NOVEL (Cr. 4, 4) 02:195:401, 402
Rzewsky

The novels of Gogol, Dostoyevsky, Turgenev, Tolstoy, Pasternak and others are read in translation and studied in the perspective of their culture. Emphasis will be placed on the novel as a literary genre and on ideological forces such as radicalism and totalitarianism which helped shape the Russian aesthetic points of view. [Not given in 1972-73.]

SOURCES OF MODERN
LITERATURE (Cr. 4, 4) 02:195:409, 410
Staff

A study of selected works which have been important sources of the modern conception of literature. Ancient and modern works of poetry, drama and fiction are included, as well as philosophy and criticism. [Not given in 1972-73.]

SENIOR SEMINAR IN COMPARATIVE
LITERATURE (Cr. 4, 4) 02:195:421, 422
Staff

The practice of comparative study. Topics include: the relationship between literature and intellectual history; problems in translation; literature and the other arts; and psychological and sociological interpretations of literature.

APPROACHES TO STRUCTURALIST
METHODS (Cr. 4, 4) 02:195:487-488
Tarn
Prerequisite: senior or graduate standing.

An analysis of certain basic concepts in the structuralist approach to four disciplines: theory of communication; structural linguistics; structural anthropology; and literary criticism with particular emphasis on the latter.

INDEPENDENT STUDY A (Cr. variable) 02:195:223, 224
INDEPENDENT STUDY B (Cr. variable) 02:195:495, 496
Staff

Registration for these courses will be permitted only on condition that the project is not already treated in a formal course, that the student obtain agreement from a faculty member that he or she will supervise the project, and that the student satisfy the department that he or she is capable of the project. Only in exceptional cases will freshmen or sophomores be permitted to pursue independent study.

Foreign Languages, Literatures and Linguistics

Faculty

Ernest Freeman Dunn, Assistant Professor of African Languages and Linguistics. B.A., Wesleyan University; B.D., Hartford Seminary; M.A., Ph.D., Michigan State University. Interests: African linguistics, languages and literature and descriptive linguistics. Author: *Malam Buda Mana Littafi*.

Christina Abdella, Assistant Professor of French. B.A., M.A., University of Illinois; Ph.D., Rice University. Interests: French language and literature; comparative literature; linguistics.

Elton M. Anglada, Assistant Professor of Spanish. Licenciatura, Universidad de Santo Domingo; M.A., University of Connecticut; Ph.D., University of Illinois. Interests: Spanish language and literature. Author: *Microwave Spanish*; José Gutierrez Solana: *Artista de dos mundos*.

Gail Anglada, Instructor of Spanish. B.A., Queens College; M.A., Rutgers. Interests: Spanish literature and language.

Jan Carew, Visiting Professor of Afro-American and Caribbean Literature. Author: *Green Winter*; *Cry Black Power*; *Black Midas*. Playwright: *University of Hunger*, *The Riverman*; *Black Horse*, *Pale Rider*.

David Anthony Fernandez, Instructor of Spanish. A.B., University of California, Los Angeles; A.B.D., Princeton University. Interests: Spanish language and literature.

Victor Fernández-Fragoso, Assistant Professor of Spanish. B.S., University of Puerto Rico, Rio Piedras; M.A., A.B.D.,

University of Connecticut. Interests: Spanish language and literature. Co-editor: *La Nueva Sangre*.

Dian-Min Keng, Teaching Assistant in Chinese. B.Ed., Taiwan Normal University.

Al Amin Mazrui, Teaching Assistant in Swahili.

Nicolaes Rzewsky, Assistant Professor of Russian. B.A., Rutgers University; M.A., A.B.D., Princeton University. Interests: Russian language and literature.

Danielle Salti, Instructor of Spanish. Licenciatura, Universidad de Buenos Aires; M.A., St. Louis University. Interests: Spanish literature and language, linguistics, sociology. Translator and associate editor: *Studies in Comparative International Development*.

Ibrahim Noor Shariff, Instructor of Swahili and Art. Diploma of Fine Arts, Makerere University of East Africa. Interests: art, Swahili poetry. Art exhibits in galleries in East Africa and Europe. Author: *Utenzi Wa Qiyama*; *Kizere*.

Hsing-Hua Tseng, Lecturer in Chinese. A.B., National Taiwan University; M.A.T., Indiana University. Interests: Chinese language, linguistics.

Ching-I Tu, Associate Professor of Chinese. B.A., National Taiwan University; Ph.D., University of Washington. Interests: Chinese phonology, Chinese literary criticism, history of Chinese philosophy. Author: *Poetic Remarks in the Human World: Chung-Kuo Wen-Hsueh Hsuan*; a Chinese text for Cyril Birch's *Anthology of Chinese Literature*.

Steven Walker, Assistant Professor of French and Comparative Literature. B.A., University of Wisconsin; M.A., A.B.D., Harvard University. Interests: modern French literature, Sanskrit and classical Greek literature.

Courses

African Languages and Literature

ELEMENTARY HAUSA (Cr. 4, 4)

Dunn Fall, Spring 02:013:101, 102

This elementary course will focus primarily upon the development of oral proficiency. In addition to this development, the student will be exposed to, gain an appreciation for, and possibly identify with a number of African peoples and cultures.

ELEMENTARY KISWAHILI (Cr. 4, 4)

Shariff Fall, Spring 02:013:105, 106

This elementary course will focus primarily upon the development of oral proficiency. In addition to this development, the student will be exposed to, gain an appreciation for, and possibly identify with a number of African peoples and cultures.

AN INTRODUCTION TO AFRICAN FOLKLORE IN TRANSLATION (Cr. 4)

Dunn

Fall 02:013:111

A study of folklore in continental Africa and its development into certain folklore of the Western world.

INTERMEDIATE HAUSA (Cr. 4, 4)

Dunn Fall, Spring 02:013:131, 132

Prerequisite: 02:013:102.

This course will continue to focus upon oral proficiency development. In addition, elementary literary material will be incorporated. Attention will also be given to detailed explanations of the underlying linguistic structures of the language.

INTERMEDIATE KISWAHILI (Cr. 4, 4)

Shariff Given both semesters 02:013:135

Prerequisite 02:013:106.

This course will continue to focus upon oral proficiency development. In addition, elementary literary material will be incorporated. Attention will also be given to detailed explanations of the underlying linguistic structures of the language.

THIRD WORLD LITERATURE AND POLITICAL PHILOSOPHY (Cr. 4, 4)

Carew Fall, Spring 02:013:210, 211

An introduction to contemporary Third World literature, concentrating on novels, poetry, plays which emerged in the post World War Two political, social, and artistic ferment in Africa, Asia, Latin America and Black America. Admission to 211 without having taken 210 is possible with permission of the instructor.

WASWAHILI (Cr. 4)

Shariff

Spring 02:103:214

Waswahili—Swahili speaking people of Zanzibar and the East African Coast: their myths, legends, poetry, religion, superstitions and customs.

INDEPENDENT STUDY A (Cr. variable) 02:01:223, 224

Registration for these courses will be permitted only on condition that the project is not already treated in a formal course, that the student obtain agreement from a faculty member that he or she will supervise the project, and that the student satisfy the department that he or she is capable of the project. Only in exceptional cases will freshmen or sophomores be permitted to pursue independent study.

AFRICAN LINGUISTICS (Cr. 4) Fall 02:013:301
Dunn

Study of the genetic relationships of African languages. The course will also be concerned with some of the phonological, morphological and syntactic features of these languages.

INTRODUCTION TO AFRICAN LITERATURE IN
TRANSLATION (Cr. 4) Fall 02:013:205
Dunn

A survey of contemporary creative writing by Black Africans. Consideration will be given to both the literary and non-literary characteristics, as well as to some of the problems connected with the serious study and criticism of African literature.

INDEPENDENT STUDY B (Cr. variable) 02:013:495, 496
Staff

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Chinese Language and Literature

ELEMENTARY CHINESE (Cr. 4, 4)

Tseng Fall and Spring 02:165:101-102

Introduction to sounds and structure of modern Chinese (Mandarin). Practice in speaking; reading of selected graded texts. Credit for 101 is contingent on credit in 102.

INTERMEDIATE CHINESE (Cr. 4, 4)

Tseng Fall, Spring 02:165:131, 132

Prerequisite: 02:165:101-102 or equivalent.

Learning of Chinese characters and reading of selected texts.

INTRODUCTION TO CLASSICAL CHINESE (Cr. 4, 4)

Tu Fall, Spring 02:165:301, 302

Prerequisite: 02:165:131, 132 or equivalent.

Grammatical analysis of wen-yen or literary Chinese and reading of simple texts in classical Chinese.

ADVANCED MODERN CHINESE (Cr. 4, 4)

Tseng Fall, Spring 02:165:303, 304

Prerequisite: 02:165:131, 132 or equivalent.

Selected readings in a variety of styles; written and oral exercises.

INDEPENDENT STUDY A (Cr. variable) 02:165:223, 224

Registration for these courses will be permitted only on condition that the project is not already treated in a formal course, that the student obtain agreement from a faculty member that he or she will supervise the project, and that the student satisfy the department that he or she is capable of the project. Only in exceptional cases will freshmen or sophomores be permitted to pursue independent study.

CHINESE LITERATURE IN TRANSLATION (Cr. 4, 4)

Tu Fall, Spring 02:165:241, 242

An introduction to various genres of Chinese literature through a study of some representative works in English translation.

CLASSICAL CHINESE LITERATURE (Cr. 4, 4)

Tu Fall, Spring 02:165:305, 306

Prerequisite: 02:165:302 or equivalent.

Major Chinese literary works from the eighth century B.C. to the nineteenth century A.D.

MAJOR TRADITIONS OF CHINESE THOUGHT (Cr. 4, 4)

Tu Fall, Spring 02:165:341, 342

Prerequisite: not open to freshmen. (Conducted in English.)

Rise and development of pristine Confucianism, Mohism, Taoism, Legalism, the School of Names, Sinicized Buddhism, and Neo-Confucianism; their influences on Chinese civilization; their re-evaluation in the light of new tendencies of thought after contact with the West.

CONTEMPORARY CHINESE LITERATURE (Cr. 4, 4)

Tu Fall, Spring 02:165:451, 452

Prerequisite: 02:165:304 or equivalent.

Representative literary works since 1949. Special attention to the new terminology and abbreviated characters used by Communist Chinese.

INDEPENDENT STUDY B (Cr. variable)

02:165:495, 496

Staff

Registration for these courses will be permitted only on condition that the project is not already treated in a formal course, that the student obtain agreement from a faculty member that he or she will supervise the project, and that the student satisfy the department that he or she is capable of the project. Only in exceptional cases will freshmen or sophomores be permitted to pursue independent study.

French Language and Literature

ELEMENTARY FRENCH (Cr. 4, 4)

Staff Fall, Spring 02:420:101, 102

This elementary course will focus primarily upon the development of oral proficiency. Techniques such as conversation memorization, substitution and expansion drills will be utilized. A minimum of exposure will be given to literary material.

PRACTICUM IN FRENCH (Cr. 2)

Abdella Fall, Spring 02:420:105, 106

Prerequisite: 02:420:102 or placement test.

Reinforcement of the oral proficiency of French through dialogue, reading, discussion, and articulatory phonetics. This course meets twice a week and requires a minimum of outside work. It is recommended that this course be taken simultaneously with 02:420:131 and 132.

INTERMEDIATE FRENCH (Cr. 4, 4)

Staff Fall, Spring 02:420:131, 132

Prerequisite: 02:420:102 or equivalent.

This course will continue to focus upon oral proficiency development. In addition, elementary literary material will be incorporated. Attention will also be given to detailed explanations of the underlying linguistic structures of the language.

CONCEPTS OF EDUCATION IN FRENCH LITERATURE (Cr. 4)

Staff

Fall 02:420:202

From the Renaissance onwards, a number of great French writers including Rabelais, Montaigne, Fenelon, Rousseau, Laclos, Alain, have shown their concern for problems of education. This course will examine their theories of education in relation to both the author's work and the historical period.

THEATRE OF SOCIAL PROTEST IN FRANCE (Cr. 4)

Steven Walker

Fall 02:420:211

This course will deal with theatre as a method of social protest. The plays which we will read provided entertainment for their audiences, but also gave them a heightened sense of the conflicts raging outside in their society. Plays by Sartre, Molière, Aimé Césaire (his play about Lumumba), Musset, Ionesco and others; films by Godard.

THE AVANT-GARDE THEATER (Cr. 4)

Abdella

Fall 02:420:220

Reading, analysis and interpretation of significant plays by Beckett, Adamov, Genet, and others.

INDEPENDENT STUDY A (Cr. variable)

02:420:223, 224

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FRENCH CONVERSATION AND CIVILIZATION (Cr. 4, 4)

Staff

Fall, Spring 02:420:274, 275

Reinforcement of language competence through conversation, discussion, and creative writing. Study of French society and manners, especially as reflected in literature and the arts. Cultural analysis of the impact which modernization is bringing about in the traditional French value system.

FEMINISM IN FRENCH LITERATURE (Cr. 4)

Staff

Spring 02:420:307

A study of fictional female characters who illustrate the current of feminism in French literary masterpieces from the Middle Ages to the present time.

THE THEME OF LOVE AND EROTICISM IN MODERN

FRENCH LITERATURE (Cr. 4)

Spring 02:420:310

Steven Walker

Perhaps more than any other national literature, French literature has been fascinated by the sexual side of life. We will examine various aspects of French attitudes toward love in essays, short novels and poems of the last two-hundred

years. Typical readings will be chosen from the works of Gide, Diderot, Stendhal, Proust, Bataille, and de Rougemont.

INTRODUCTION TO FRENCH LITERATURE (Cr. 4, 4)

Staff

Fall, Spring 02:420:333, 334

A survey of the evolution of French literature and ideas, focused upon the study and discussion of selected masterpieces. This course is required for majors and is a prerequisite for advanced courses unless waived by the department.

SYMBOLS, SENSATIONS, AND IDEALS (Cr. 4)

Abdella

Fall 02:420:345

Baudelaire, Verlaine, Rimbaud, and Mallarmé are four of the greatest innovators and sources of influence and inspiration in modern French poetry. Through the reading, experiencing, and analysis of varied selections of their works, this study will focus on their concepts of life, nature and art as well as consider the importance of their ideas within the framework of French poetry as a whole.

EXISTENTIAL FREEDOM (Cr. 2)

Steven Walker

Spring 02:420:356

A reading of some existentialist novels, short stories and essays by Sartre, Beauvoir, Camus and Alleg which deal with the human potential for freedom and integrity. Some of the existential themes which we could discuss in relation to the reading are: authentic human relationships; the meaning of individual freedom; loneliness; death; the Absurd. This course,

if followed by the course Existential Commitment, will result in a 4-credit full semester course on Existentialism. Both courses may be taken separately.

EXISTENTIAL COMMITMENT (Cr. 2)

Steven Walker

Spring 02:420:358

A reading of some novels, plays and essays by Sartre, Beauvoir, Fanon and Camus which deal with the human condition in an age of world-wide social crisis. We will discuss the following questions raised by the readings: revolutionary action; individual and collective guilt; psychological conditioning; female, male and child liberation.

SURREALISM (Cr. 4)

Abdella

Spring 02:420:408

The French surrealist movement affected all forms of artistic endeavor, questioning simultaneously the substance, expression, and signification of art. Therefore, while tracing its path from revolt and rupture to rebirth of traditions, from adventure of violence to a common human experience, this course will consider its expressions in painting, music, and film while focusing on its significance in literature as seen in the works of Breton, Desnos, Eluard, Aragon, Cocteau, Jacob, and others.

INDEPENDENT STUDY B (Cr. variable)

Staff

02:420:493, 494

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Linguistics

INDEPENDENT STUDY A (Cr. variable) 02:615:223, 224

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MODELS, METHODS, AND MATERIALS (Cr. 4)

Staff Spring 02:615:316

This course shall explore the models of learning theory underlying the various methods of language teaching. The course will further explore the materials most suitable to the particular method. Consideration will be given to material development and adaptation, the utilization of drills, articulatory phonetics, and the use of linguistics in the explanation of grammar.

DESCRIPTIVE LINGUISTICS (Cr. 4, 4)

Dunn Fall, Spring 02:615:405, 406

Fall term: phonetics, phonemics and the development of linguistics through the middle fifties. Joos, *Readings in Linguistics*; Gleason, *Introduction to Descriptive Linguistics*.

Spring term: syntax and semantics plus a study of the Three Schools of American Linguistics. Cook, *Introduction to Tagmemic Analysis*; Chomsky, *Aspects of the Theory of Syntax*; Lockwood, *Introduction to Stratificational Grammar*.

INDEPENDENT STUDY B (Cr. variable) 02:615:495, 496

Registration for these courses will be permitted only on condition that the project is not already treated in a formal course, that the student obtain agreement from a faculty member that he or she will supervise the project, and that the student satisfy the department that he or she is capable of the project. Only in exceptional cases will freshmen or sophomores be permitted to pursue independent study.

Russian Language and Literature

ELEMENTARY RUSSIAN (Cr. 4, 4)

Rzewsky Fall and Spring 02:860:101-102

An intensive beginner's course with emphasis on the spoken language. Grammatical analysis and written exercises will be combined with oral practice sessions. Extensive use of the laboratory.

INTERMEDIATE RUSSIAN (Cr. 4, 4)

Rzewsky Fall, Spring 02:860:131, 132
Prerequisite: 02:860:102 or placement test.

Grammar review, analysis of literary and journalistic texts, and continuing oral practice in classes and laboratory. Particular emphasis will be placed on developing a sense of the native Russian idiom as used in everyday situations.

ICON AND ARTIFACT: INTRODUCTION TO RUSSIAN LITERATURE AND CULTURE (IN TRANSLATION)

Rzewsky Fall, Spring 02:860:219, 220

A survey of the major works of Russian fiction, poetry, art,

and music viewed primarily through literary texts. Aesthetics and the intellectual history of the culture will be considered in the light of Western influences. Readings will include the novels and short fiction of Tolstoy, Dostoyevsky, Chekhov, Nabokov and Solzhenitsyn. Other artifacts of the culture to be considered are the paintings of Repin and Shishkin, as well as the music of Shostakovitch and Glinka.

INDEPENDENT STUDY A (Cr. variable) 02:860:223, 224

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INDEPENDENT STUDY B (Cr. variable) 02:860:493, 494 Staff

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Spanish Language and Literature

ELEMENTARY SPANISH (Cr. 4, 4) Staff Fall, Spring 02:940:101, 102

This elementary course will focus primarily upon the development of oral proficiency. Techniques such as conversation

memorization, substitution and expansion drills will be utilized. A minimum of exposure will be given to literary material.

INTERMEDIATE SPANISH (Cr. 4, 4)

Salti Fall, Spring 02:940:131, 132
Prerequisite: 02:940:102 or placement test.

This course will continue to focus upon oral proficiency development. In addition, literary material will be incorporated. Attention will be given to problems of grammar, linguistic structure and style.

ETHNOPOETRY, RITES AND REVOLUTION (Cr. 4)

Anglada Spring 02:940:150

Some of the infrequently discussed aspects of Latin American culture will be considered as they manifest themselves through poetry, ritual and socially engaged short stories. This course is an alternative section of 02:940:132 with an emphasis on social issues oriented literature.

INDEPENDENT STUDY A (Cr. variable) 02:940:223, 224

Registration for these courses will be permitted only on condition that the project is not already treated in a formal course, that the student obtain agreement from a faculty member that he or she will supervise the project, and that the student satisfy the department that he or she is capable of the project. Only in exceptional cases will freshmen and sophomores be permitted to pursue independent study.

SPANISH FOR NATIVE SPEAKERS (Cr. 4)

Fernández-Fragoso Given both semesters 02:940:275

Intended for students for whom Spanish is a native language. As a result of the course, the student will be expected to develop a style, gain reading proficiency, and develop competence in the use of oral Spanish.

SOCIAL PROBLEMS IN SPANISH AMERICAN LITERATURE (Cr. 4)

Spring 02:940:316

Fernández-Fragoso

Analysis of texts focusing upon the writer's approach to social problems, the solutions offered by him, and the degree of his commitment to his society.

ADVANCED GRAMMAR AND COMPOSITION (Cr. 4)

Fernández-Fragoso

02:940:326

Prerequisite: 02:940:131, 132 or equivalent.

Review of grammar with emphasis on idiomatic Spanish, development of an oral and written style through the analysis of short texts. Preparation for literature courses.

PUERTO RICAN LITERATURE (Cr. 4, 4)

Fernández-Fragoso

Fall, Spring 02:940:330, 331

A survey of Puerto Rican literature from its origins to the present time. Emphasis on 20th century literature. Analysis of texts of outstanding authors in the fields of poetry, drama, the essay and the short story.

TWENTIETH CENTURY SPANISH LITERATURE (Cr. 4)

Fernández-Fragoso

Fall 02:940:340

Survey of contemporary Spanish literature from the generation of 1898 to the present. The works of the principal authors of the period such as Unamuno, Ortega, Machado, Lorca, Alberti and Cela will be studied.

INTRODUCTION TO LATIN AMERICAN LITERATURE (Cr. 4)

Salti

Fall 02:940:346

An historical survey of Latin American literature, beginning with the major Indian civilizations up to the present.

CONVERSATION AND CULTURE (Cr. 4, 4)

Staff

Fall, Spring 02:940:350, 351

Prerequisite: 02:940:132 or placement test.

A Spanish conversational course in which cultural characteristics are used as the subject for discussion.

PERSPECTIVES ON WOMEN IN HISPANIC LITERATURE (Cr. 4)

Spring 02:940:362

Salti

An examination of Spanish and Latin American literature dealing with women from different perspectives. Readings will cover various historical periods (with emphasis on modern times), geographic areas, and literary genres.

THE AUTHOR AS CREATOR (Cr. 4)

Fernández-Fragoso

Spring 02:940:370

We will get to know one writer as intimately as possible. Our first task in the course will be to determine the approach, but one of my hopes is to make contact with the writer as a human being, besides contact with his works as cultural objects. We shall read several of the author's works, as well as biographies, histories, philosophers in whom the author was interested, etc.

TWENTIETH CENTURY LATIN AMERICAN
NOVEL I (Cr. 4)

Fall 02:940:447

Anglada

A study of representative novels in Latin America from Romanticism to "Indigenismo."

TWENTIETH CENTURY LATIN AMERICAN
NOVEL II (Cr. 4)

Spring 02:940:448

Anglada

A study of the representative contemporary novels in Latin America.

INDEPENDENT STUDY B (Cr. variable)

02:940:493, 494

Staff

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LABOR STUDIES

The labor studies program examines the effects of evolving work process and emerging work relationships on American culture. Within this conceptual context, students examine: the shaping impact of work on people today; the role of work in American history. and, particularly, its legal, political, cultural and continuing societal impact. Detailed examination is made of: the Black and immigrant work experience; women as workers; the history of labor organizations; protest groups; radical parties; as well as unions, and the parallel development of management organizations and theories. There will be opportunities to study comparative labor movements, work and the arts (especially literature) and contemporary work problems. Students will acquire work experience during their studies as interns in unions, in the university, in government, and in industry.

To fulfill the requirements for a major concentration in labor studies, a student must successfully complete four one-semester courses in labor studies, two courses in economics, two in sociology, and four additional courses from among the Related Courses, or from labor studies courses, or from other courses with permission of the senior faculty member in labor studies.

Labor Studies Advisory Committee

Faculty

John C. Leggett, Associate Professor of Sociology; Program Chairman.

Albert E. Blumberg, Professor and Chairman, Philosophy.

Gerald N. Grob, Professor of History.

Irving Louis Horowitz, Professor of Sociology.

Dale L. Johnson, Associate Professor of Sociology.

David Leverenz, Assistant Professor of English.

Wilson Carey McWilliams, Jr., Professor of Political Science.

Joyce M. Nussbaum, Assistant Professor of Economics.

Martin Oppenheimer, Associate Professor of Sociology.

Willie J. Smith, Associate Professor of Community Development.

Students:

Carl Wahlberg, Jr., Chairman, Michael Beacham, Daniel Freedman, Louis Gayosa, Renee Jones, Lynne Johnson, Theodore Koditschek, Mark Sachs, Earl Sherman, and Pauline Washington.

Courses

WORK AND CONTEMPORARY SOCIETY
(College Courses) 02:090:113, 114

INDENTURED SERVANT AND SLAVE TO POST
INDUSTRIAL MAN (Cr. 4, 4) Fall, Spring 02:575:205, 206
Staff

Work in America from the colonial experience to the present day: the history of unions and management organizations; occasions for violence; the changing economic stages and their consequence in the work place and the culture; sources of ideas about work.

CONFLICT AND CONFLICT RESOLUTION IN THE
WORK PLACE (Cr. 4) Fall 02:575:305
Staff

Prerequisite: Not open to freshmen; prior work in one of the social sciences or 02:090:113-114.

How people resolve work-related grievances: bargaining; grievance procedures; mediation; arbitration; umpire hearings; demonstrations; strikes; the resort to violence by workers, by people who aspire to be workers (Black protest movements), and by quasi-workers (students).

WORK ORGANIZATIONS, THEIR STRUCTURE AND
ADMINISTRATION (Cr. 4) Spring 02:575:315
Staff

Prerequisite: Not open to freshmen; prior work in one of the social sciences or 02:090:113-114.

A study of unions, professional societies, employer organizations, civil rights groups, ethnic labor groups, and student organizations. Topics: organizational dynamics, constraints upon work organizations and their changing societal role.

WORK AND MENTAL HEALTH Spring 02:575:400
Crocetti

Prerequisites: three units in either labor studies, sociology, and/or social psychology.

An examination of how work affects mental health. What are the positive and negative factors affecting the mental health of workers? Are there occupational differences in mental health? What are the differences in the treatment of various categories of workers with mental illnesses? How does the concept of alienation affect mental health?—Treatment deliv-

ery systems? The course will conclude with an examination of the growing impact of work organizations on mental health treatment.

READINGS, RESEARCH AND INDEPENDENT
WORK IN LABOR STUDIES (Cr. 4) 02:575:410
Staff

A program which permits students, under the supervision of the program chairman, to conduct research on a labor studies-related subject of their choice, or to undertake an independent work-study program in labor studies off the campus within a union, government agency, school system, international organization, private corporation, or civil rights or ethnic organization.

Related Courses

LABOR ECONOMICS (Economics)	02:220:304
ECONOMICS OF DISCRIMINATION (Economics)	02:220:357
ECONOMICS OF POPULATION (Economics)	02:220:371
SOCIAL PROTEST MOVEMENTS IN MODERN EUROPE (History)	02:510:407, 408
THE UNITED STATES IN THE 19TH CENTURY (History)	02:510:414
THE SOCIAL PHILOSOPHY OF KARL MARX (Philosophy)	02:730:323
AMERICAN RADICALISM (Political Science)	02:790:226
THE PSYCHOLOGY OF LEADERSHIP (Political Science)	02:790:426
SOCIAL CLASS (Sociology)	02:920:111
INDUSTRIAL SOCIOLOGY AND WORK (Sociology)	02:920:311
THE AMERICAN LABOR MOVEMENT 1945-70 (Sociology)	02:920:460
THE AMERICAN WORKING CLASS (Sociology)	02:920:489
URBAN ECONOMICS (Urban Studies)	02:975:281, 282

PHILOSOPHY

The program of the philosophy department is designed to fulfill three aims: (1) Students are encouraged to apply philosophic ideas and methods to the analysis of contemporary problems. (2) Students are encouraged to reason in a rigorous, clear and self-critical manner. (3) Those students who wish to major in philosophy will be able to pursue the courses and independent study necessary to prepare them for advanced work in the field of their choice including graduate work in philosophy.

A major in philosophy will consist of eight courses with at least five at the 300 or 400 level. The program for each student will be developed in consultation with the departmental advisers. No college course can be counted towards fulfilling this requirement, unless special permission is granted.

Faculty

Albert E. Blumberg, Professor and Chairman. B.A., The Johns Hopkins University; M.A., Yale; Ph.D., University of Vienna. Interests: philosophy of logic and social philosophy. Author: *Modern Logic*, *Encyclopedia of Philosophy*, 1967. Senior editor: *Encyclopedia of Philosophy*, 1964-66.

Martha Brandt Bolton, Assistant Professor. B.A., Ohio Wesleyan University; Ph.D. candidate, University of Michigan. Interests: history of modern philosophy, epistemology and metaphysics.

John Flynn, Assistant Professor. A.B., Colgate University;

Ph.D., Columbia. Interests: philosophy of social science, philosophy of mind. Author: *B. F. Skinner: Psychologist of Totalitarianism?*; *Must We Redesign Teaching?*

Mary Gibson, Instructor. B.A., Hunter College; Danforth Fellowship, Princeton University.

Peter D. Klein, Assistant Professor. B.A., Earlham College; M.A., Ph.D., Yale. Interest: theory of knowledge. Author: *The Private Language Argument and the Sense-Datum Theory, A Proposed Definition of Propositional Knowledge.*

Charles Maloney, Lecturer. B.S., St. Peter's College; M.S. University of Notre Dame; M.A., Fordham University. Interest: philosophy of religion.

Robert L. Martin, Associate Professor and Cellist in Residence. (On leave '72-'73.) A.B., Haverford College; M.B., The Curtis Institute of Music; M.S., Ph.D., Yale. Interests: philosophy of language and logic. Editor and contributor: *The Paradox of the Liar*. Author: *On Grelling's Paradox*. As cellist: student of Orlando Cole and Leonard Rose; played in Marlboro Festival 1961-62; Fromm Quartet, Tanglewood 1963; Group for Contemporary Music at Columbia University, 1963-64; principal cellist, New Haven Symphony, 1964-65; recorded for Epic, CRI, and Columbia Records; cellist for Center of the Creative and Performing Arts, SUNY Buffalo, 1966-68.

Amelie Okenberg Rorty, Associate Professor. (On leave '72-'73.) A.B., University of Chicago; M.A., Ph.D., Yale. Interests: theory of value and philosophical psychology. Editor: *Pragmatic Philosophy*. Author: *Plato and Aristotle on Belief, Habit and Akrasia* and other articles.

Arthur F. Smullyan, Professor and New Brunswick Chairman of Philosophy. B.A., City College of New York; M.A., Ph.D., Harvard. Interests: epistemology and logic. Author: *Fundamentals of Logic*.

Richard Wallace, Teaching Assistant. B.A., Tufts University.

Courses

PHILOSOPHICAL IDEAS IN LITERATURE (Cr. 4)

Flynn and Staff

Fall 02:730:105

A study of selected literary works with emphasis on their philosophic ideas about man, society and the world. Papers, discussions and films will be used to encourage serious reflection about the various modes of human existence shown in literature. The works studied will be drawn from a variety of literary forms including the novel, short story, autobiography, essay, poetry, and drama. Readings will be selected from the works of such authors as Dostoyevsky, DuBois, Kafka, Hesse, Sartre, Camus, Baldwin, Malcolm X and Mailer.

INTRODUCTION TO LANGUAGE AND LOGIC (Cr. 4)

Blumberg and Staff

Fall and Spring 02:730:201

Elementary logic and semantics, with emphasis on the nature of valid deductive arguments.

PROBLEMS OF PHILOSOPHY (Cr. 4)

Klein and Staff

Fall and Spring 02:730:207

This is an introductory-level survey of basic philosophical problems. The problems covered will include: free will and determinism; the nature of moral judgments; knowledge and certainty; arguments for the existence of God; and the mind-body problem.

INTRODUCTION TO THE HISTORY AND PHILOSOPHY
OF NATURAL SCIENCES (Cr. 4) Spring 02:730:210

Klein

This course will explore the nature of reasoning and theory construction in the natural sciences. The history of the fundamental concepts of motion, force and matter will provide the basis for considering such philosophic questions as: what are the relationships between observation and theory? between theory and law? how is a theory *confirmed*? how are scientific theories related to common sense, metaphysical and theological issues? Readings will be chosen from the scientific works of Aristotle, Ptolemy, Copernicus, Galileo, Newton and Einstein and from the philosophical works of such authors as Kuhn, Reichenbach, Hare, Toulmin, and Hanson.

INTRODUCTION TO ETHICS (Cr. 4) Spring 02:730:221
Staff

This is an introductory survey of ethical theories. The course will consider the nature and justification of moral judgments as presented by various schools of ethical thought, such as: relativism, utilitarianism, non-cognitivism and the like.

INDEPENDENT STUDY A (Cr. 4, 4) 01:730:223, 234
Staff

HISTORY OF PHILOSOPHY: DESCARTES TO KANT (Cr. 4)
Bolton Fall 02:730:252

An examination of some of the major traditions and controversies of 17th and 18th century European philosophy. The course will explore such themes as: the nature and aims of philosophical and scientific inquiry, their relationships to one another, and the respective roles of reason and experience in each; theories of meaning and the correspondence of thought to reality. Readings will be drawn from the works

of such philosophers as Descartes, Spinoza, Hobbes, Locke, Hume and Kant.

LOCKE (Cr. 4) Fall 02:730:313
Bolton

Prerequisites: two previous courses in philosophy or permission of the instructor.

An examination of Locke's contribution to the transition in 17th century Europe from medieval to modern views concerning the nature of reality and our knowledge of it. Among topics to be considered are Locke's account of the concepts of cause and substance, the identity of objects, the distinction between primary and secondary qualities and Locke's theory of language. Some attention will also be given to the relation between Locke's views and those of other important 17th century thinkers, such as Descartes, Leibnitz, and Boyle.

HUME AND KANT (Cr. 4) Spring 02:730:314
Bolton

Prerequisites: one course in History of Philosophy or Problems of Philosophy or any other two philosophy courses, or permission of the instructor.

A critical examination of some of the major works of Hume and Kant. Consideration is given especially to progress shown in these works toward resolving some philosophical problems, including: general skepticism induction, a *priori* synthetic truth, identity of persons, knowledge of oneself, perception, and meaningfulness.

EXISTENTIALISM (Cr. 4) Fall 02:730:318
Maloney

The study of the works of some recent existentialist philos-

ophers and the ways in which their theories of time and consciousness affect their views of freedom, choice and action. Readings will be chosen from the works of such authors as: Kierkegaard, Nietzsche, and Heidegger.

SOCIAL PHILOSOPHY OF KARL MARX (Cr. 4)

Staff

Fall 02:730:323

The course begins with a general introduction to Marx's thought, based on the reading of the *Communist Manifesto*, *Wage Labor and Capital Value, Price and Profit*, and Engel's *Socialism, Utopian and Scientific*. This is followed by a detailed consideration of such topics as: Marx's early philosophical writings, his conception of social revolution, his analysis of capitalism, and his political program for socialism.

PHILOSOPHY OF RELIGION (Cr. 4)

Spring 02:730:326

Maloney

Topics for discussion will be chosen from the following: the nature of religious and mystical experience, existence of God, faith, revelation, human freedom, problem of evil, destiny of man and religious language. Problems will be discussed from the perspectives of such schools of thought as: existentialist, humanist, analytic, process, and Eastern.

INTERMEDIATE LOGIC (Cr. 4)

Spring 02:730:332

Blumberg

Prerequisite: Introduction to Language and Logic or the permission of the instructor.

Symbolic logic, including sentential logic, first-order logic, and elementary formal system.

PROBLEMS OF METAPHYSICS (Cr. 4)

02:730:350

Staff

Prerequisites: two courses in philosophy.

An intensive examination of a few classical and contemporary metaphysical issues. Problems will be drawn from among such topics as causality, mind/body, identity, persons, space and time, individuals and categories. Topics selected will vary from year to year.

PHILOSOPHY OF LAW (Cr. 4)

Spring 02:730:382

Staff

Prerequisite: one course in philosophy, or one course in political theory, or permission of the instructor.

An investigation of the relation of law and morality. The course will examine these questions: whether a legal system includes any moral point of view and whether the law ought to promote specific moral aims. Reading will be current and recent work in the area, from H.L.A. Hart, L.L. Fuller, P. Devlin, Ronald Dworkin and others.

PHENOMENOLOGY AND EXISTENTIALISM (Cr. 4)

Flynn

Spring 02:730:386

Prerequisite: 02:730:318 or one course in philosophy

A critical examination of such topics in 20th century phenomenology and existentialism as authenticity, the body-subject, freedom, sexuality and the *Lebenswelt*. Consideration will be given to American phenomenological and existential writing.

WITTGENSTEIN: THE TRACTATUS (Cr. 4, 4)

Blumberg

Fall 02:730:405, 406

Prerequisite: 02:730:332 or permission of the instructor.

A detailed study of Ludwig Wittgenstein's early work, the *Tractatus Logico-Philosophicus* (1921), prefaced by a brief survey of the main writings of Gottlob Frege and Bertrand

Russell. The central theme will be Wittgenstein's views on the relationship of logic, language and reality. Criticisms of his "logical atomism" will be considered, and the later direction of his thought suggested. [Not given in 1972-73.]

PHILOSOPHY OF SOCIAL SCIENCE (Cr. 4)

Staff Spring 02:730:407

Prerequisites: one course in philosophy and one in social science or permission of the instructor.

A consideration of the aims of scientific inquiry, the nature of laws, explanations and theories and the distinction, if any, between the natural and the social sciences. These and other philosophical problems of social science will be explored from a variety of standpoints: positivist, linguistic-analytic, Marxist, and structuralist. Special attention will be given to such topics as the possibility of value-free inquiry, the status of social fact, the relation between theory and practice, the conceptions of man that underlie social science methodology.

THEORY OF KNOWLEDGE (Cr. 4) Fall 02:730:410
Klein

Prerequisites: two previous philosophy courses or permission of the instructor.

Topics such as the following will be considered: truth and meaning; belief and certainty; knowledge of other minds; the analytic-synthetic distinction. There will be a detailed examination of the epistemological writings of traditional and contemporary authors.

HEGEL AND THE MARXIST TRADITION IN
PHILOSOPHY: HEGEL AND MARX (Cr. 4) Fall 02:730:415
Blumberg

Prerequisites: two courses in philosophy (one of which

should be in the history of philosophy) or permission of the instructor.

A brief sketch of the 18th century background is followed by a survey of Hegel's philosophy based mainly on selections from the *Phenomenology*, and on the *Philosophy of Right*. The course then traces in detail Marx's encounter with Hegelianism, as reflected in his correspondence, doctoral dissertation, and other early philosophical writings. Thereafter, the discussion centers on the development of Marx's own philosophy, with readings from the *German Ideology* and other primary sources. Emphasis is on the exact nature of Marx's materialism and the role he assigns to dialectics.

HEGEL AND THE MARXIST TRADITION IN
PHILOSOPHY: MARXIST PHILOSOPHY AFTER
MARX (Cr. 4) Spring 02:730:416
Blumberg

Prerequisite: the first semester, its equivalent, or permission of the instructor.

This is a continuation of the first semester course, *Hegel and Marx*. The chief authors and works to be examined are: Lenin, *Materialism and Empirio-Criticism*; Lukacs, *History and Class Consciousness*; Mao, *On Contradiction*; Kwame Nkrumah, *Consciencism*; Sartre, *Search for a Method*. Among the topics to be considered are: conflicting interpretations of Marx's relation to Hegel, Marx's theory of knowledge, dialectical materialism and science, dialectics and logic, Marxism and existentialism.

ANALYTIC PHILOSOPHY (Cr. 4) Spring 02:730:417
Klein

Prerequisites: three courses in philosophy including (02:730:201) and two others at the 300 level or permission of the instructor.

This seminar will explore the analytic tradition in philosophy. Although the course will focus upon recent and contemporary *analytic* philosophy, it will do so by showing how traditional philosophic issues have re-emerged in the *ordinary* and formal language approaches to philosophy. The course will examine the power and limitations of ordinary and formal languages in expressing what we know and what there is.

PHILOSOPHY OF LANGUAGE (Cr. 4) Spring 02:730:432
Staff

Prerequisite: intermediate Logic or its equivalent or permission of the instructor.

This course is designed for interested students with a background in analytic philosophy and symbolic logic. Although there will be a brief survey of the field, the principal object of attention will be various formal (constructed) languages, which can be viewed as formalizations of smaller or larger portions of natural languages. In this connection, in addition to standard material in formal syntax and semantics (e.g., Tarski's treatment of truth in formal languages), we will investigate some recent attempts to deal adequately with modal notions such as necessity, with other intensional notions, and with context-dependence.

PHILOSOPHICAL PROBLEMS OF PSYCHOLOGY (Cr. 4)
Flynn Fall 02:730:439

Prerequisite: one course in philosophy and one in psychology or permission of the instructor.

This course will center upon such questions as: the subject matter of psychology; the nature of psychological explanation; and the moral implications of psychotherapy. These methodological and substantive issues, among others, will be considered from a variety of contrasting standpoints: be-

haviorism, humanistic and existential psychology, and philosophical psychology.

SENIOR SEMINAR (Cr. 4) Fall and Spring 02:730:451, 452
Staff

Prerequisites: four courses in philosophy (at least two at the 300 level) or permission of the instructor.

This seminar is designed for senior majors in philosophy. It will focus on either a fundamental philosophic issues or a central figure in the history of philosophy. The topic/author will vary depending upon the interest of the majors.

INDEPENDENT STUDY (Cr. 4, 4)
Staff Fall and Spring 02:730:495, 496

Related Courses

SOME CONTEMPORARY MORAL ISSUES (Cr. 4)	02:090:111
PROBLEM OF IDENTITY (Cr. 4)	02:090:181
IDEOLOGY AND THE BLACK REVOLUTION (Cr. 4)	02:090:215
PHILOSOPHY OF SOCIETY: CLASS AND RACE (Cr. 4)	02:090:216
ALTERED STATES OF CONSCIOUSNESS AND RELIGIOUS EXPERIENCE (Cr. 4)	02:090:304
PERCEPTION (Cr.4)	02:090:410

(All above: College Courses)

POLITICAL SCIENCE

The political science program seeks to promote a critical and reasoned examination of the problems of modern society, and to develop in its students the conceptual ability, methodological skill, and substantive knowledge necessary to deal with these problems.

A full range of courses in political science is available at Livingston and the other New Brunswick campuses. The political science program at Livingston itself now emphasizes five major areas: American political behavior, comparative political development, international politics, political theory, and urban politics. By concentrating on a limited number of fields, the department hopes to encourage close intellectual contacts among faculty and students, while representing the diverse methods and substantive interests of the discipline. Courses will be supplemented by independent study, internships, and seminars.

A major in political science consists of eight courses in the field, of which at least five are advanced courses. The department strongly recommends that at least one course be independent study, an internship, or a research seminar. Since most students majoring in this department will not expect to be professional specialists, there is no required distribution among the various fields, and students are encouraged to pursue their particular

interests. Those who do plan to become political scientists will be individually advised to distribute their courses among the various specialties, and to consider courses in computer science, statistics, foreign languages, and other social sciences.

Faculty

John H. Strange, Associate Professor and Chairman. B.A., Duke; M.A., Ph.D., Princeton. Interests: American politics, urban and suburban politics, Blacks in American politics. Author: *Community Action in North Carolina*; *Local Strategies to Achieve Community Control*. Co-editor: *Blacks and Bureaucracy: Readings in the Problems and Politics of Change*.

Ross Baker, Associate Professor, New Brunswick Chairman and Director of Graduate Studies. A.B., Ph.D., University of Pennsylvania. Interests: Africa, race and politics. Author: *The Afro-American*; *The Back-Burner Revisited: America's African Policy in the 1970's*; *The Ethiopian Army: Prospect and Potentials*.

Dennis Bathory, Assistant Professor. B.A., Oberlin; M.A., Ph.D., Harvard. Interests: political theory, American politics. Author: *Political Theory as Public Confession*; *A Study of the Political Thought of St. Augustine of Hippo and Jean-Jacques Rousseau*.

Stanley B. Bernstein, Assistant Professor and Pre-Legal Adviser. A.B., Brandeis; M.A., Chicago; Ph.D., Harvard; J. D. program, Rutgers Law School, Newark. Interests: criminal justice; race in American law; politics of law reform. Co-author: *Courts and Rights*. Author: *Kidnapped Blacks: The Ironic Origins of Modern Civil Rights*; *The Supreme Court and Bankruptcy Law*.

W. Aggrey Brown, Instructor of Political Science and Sociology. B.A., Hamline University; M.A., Princeton; Ph.D. Program, Princeton.

Interests: political sociology; class, race and politics in the Caribbean. Author: *Theories of Racism and Strategies of New World African Liberation*.

Ardath W. Burks, Professor and University Director of International Programs. A.B., Cincinnati; M.A., Minnesota; Ph.D., Johns Hopkins. Interest: Asian politics. Author: *Far Eastern Governments and Politics*; *The Government of Japan*; *Political Modernization in Japan*.

Susan S. Fainstein, Assistant Professor of Urban Planning and Policy Development. A.B., Radcliffe College; M.A., Boston University; Ph.D., Massachusetts Institute of Technology. Author: *City Planning and Political Values*; *Innovation in Urban Bureaucracies: Clients and Change*. Editor: *The View from Below: Urban Politics and Social Policy*.

Badi G. Foster, Assistant Professor. A.B., Denver; M.A., Ph.D., Princeton. Interests: urban politics; North African politics; modernization; Afro-Americans and U. S. politics. Co-author: *Beyond Black or White*; *The Crisis in American Politics*; *American Government Checks and Minuses*; *Shelter in Africa*.

Thomas B. Hartmann, Associate Professor of Urban Planning and Policy Development. B.A., Princeton. Formerly: Assistant to the Commissioner, New Jersey Department of Community Affairs; Staff member, Governor's Select Commission on Civil Disorder; Associate Director, New Jersey Office of Economic Opportunity; Deputy Director, The North Carolina Fund.

Barbara C. Lewis, Assistant Professor. A.B., Smith; M.A., Ph.D., Northwestern. Interests: comparative politics; African politics. Author: *The Transporters' Association in the Ivory Coast* and *The Dioula in the Ivory Coast*.

Wilson Carey McWilliams, Jr., Professor. A.B., M.A., Ph.D., Berkeley. Interests: international politics; political theory. Author: *Garrisons and Government*; *The Idea of Fraternity in American Politics*; *Reinhold Niebuhr: New Orthodoxy for Old Liberalism*.

Elaine L. Morton, Assistant Professor. B.A., Stanford; M.A., Fletcher School of Law and Diplomacy; Ph.D., Stanford. Interests: international politics. Author: *Behavioral Research on Power, International Alliances, and Domestic Instability*; *A Survey of Quantitative Indicators of International Conflict, Integration, and Political Development*. Co-author: *The Economic Absorption and Cultural Integration of Immigrant Mexican-American and Negro Workers*.

John C. Pollock, Assistant Professor of Sociology and Political Science. B.A., Swarthmore; M.P.A., Maxwell School; Ph.D., Stanford. Interests: comparative politics, Latin American politics.

Gerald M. Pomper, Professor. A.B., Columbia; M.A., Ph.D., Princeton. Interest: American politics. Author: *American Party Politics*; *Elections in America*; *Nominating the President*.

Gordon J. Schochet, Associate Professor. A.B., M.A., Johns Hopkins; Ph.D., Minnesota. Interest: political philosophy. Author: *Patriarchalism in Political Thought*; *Against Authority: From Dissent to Revolution*; *Life, Liberty and Property*.

David C. Schwartz, Associate Professor. A.B., M.A., Brooklyn College; Ph.D., Massachusetts Institute of Technology. Interests: psychology and politics; biology and politics. Author: *Political Alienation and Political Behavior*; *A Theory of Revolutionary Behavior*; *Toward a Theory of Political Recruitment*.

Barbara Schnayer, Counsellor. B.A., City College of New York, M.A., Columbia University. Interests: American Indians, law.

Richard W. Wilson, Associate Professor and New Brunswick Director of Asian Studies. B.A., Ph.D., Princeton. Interests: Asian politics; political socialization. Author: *Learning to be Chinese*; *The Red Guard Movement in Theoretical Perspective*.

James A. Carroll, Teaching Assistant. B.A., M.A., Drew University. Interest: political philosophy.

Alesia Edwards, Teaching Assistant. B.A., Livingston College. Interest: comparative politics; development theory.

Kathleen Frankovic, Teaching Assistant. B.A., Cornell; M.A., Ohio; M.A., Rutgers. Interest: American politics; comparative politics.

Robert A. Liff, Teaching Assistant. B.A., Brooklyn College. Interests: political theory; law.

Nancy Nygreen, Teaching Assistant. B.A., New York University. Interests: American politics; political behavior.

Vickie Semel, Teaching Assistant. B.A., Barnard.

Student-Faculty Committee

Dennis Bethea, Class of 1972; Dwayne Keeling, Class of 1974; Bonnie Lipscomb, Class of 1974; Hollis McCray, Class of 1973; Kathy Morriss, Class of 1975; Beverly Perry, Class of 1974; and Inga Watkins, Class of 1975.

Student-Curriculum Committee

Gerard Gallucci, Class of 1973; Emmalee Gaymon, Class of 1974; Shelley Hartz, Class of 1974; Amos James, Class of 1973; and Louis Paluscio, Class of 1974.

Courses

The specific content of political science courses will vary from year to year, depending on the instructor, his or her interests, and the concerns of the students. To allow for this flexibility, course offerings are listed under general titles, with

most courses described under "Topics in . . ." or "Advanced Studies in . . ." a general field of political science. The specific courses offered last year, or already planned for 1972-73, are described under the general title. A complete list will be available at registration time in the departmental office.

Since course numbers are given to general titles (e.g., Topics in American Politics and Advanced Studies in Law and Politics), the section number becomes very important. The section number is used to distinguish different courses bearing the same course number or general title. For example, in the fall of 1971 three different courses were given under the general title of Topics in American Politics, Political Science 216. Democracy in America was 216:01, Power in American Society was 216:02, and Ethnic Politics and Religion was 216:03. Since the material covered in each section is different, each section is considered as a different course even though it carries the same course number (216) as the other sections. Students may select more than one subject carrying a single course number.

The political science department primarily uses the numbers from 200-299 and 400-499. Courses numbered in the 200's are equivalent to courses numbered in the 100's and courses numbered in the 300's and 400's are also comparable with each other. Courses numbered in the 100's and 200's are open to all students, including freshmen, and are particularly recommended to those without previous work in political science or related subjects. Courses numbered in the 300's or 400's are particularly recommended to juniors and seniors, or students with previous work in the field, but are open to others.

REVOLUTIONARY CONSCIOUSNESS AND POLITICAL

CHANGE (Cr. 4)

Fall, Spring 02:790:111, 112

Schochet and Bathory

A study of the intellectual and political origins of European

revolution. The role of radical intellectuals in creating a climate for political change will be examined in six separate European upheavals. Each topic will pose problems in the development of the Western European state and confront fundamental questions of social and political theory underlying revolutionary change. Topics will range from a discussion of the medieval crisis of church and state as seen in the confrontation of Thomas à Becket and Henry II through an analysis of the fall of the Weimar Republic and the rise of Nazism.

DEMOCRACY IN AMERICA: THEORY AND PRACTICE (Cr. 4)

Fall 02:790:201

Strange

A basic course, examining the emergence of democracy in America, its theoretical basis, and the institutions which were established and have evolved for its operation and perpetuation. Students will be encouraged to evaluate the institutions and practices of American politics in terms of democratic theory.

TOPICS IN AMERICAN POLITICS (Cr. 4)

02:790:216

Institutions, processes and power relationships in the United States.

POWER IN AMERICAN SOCIETY

Fall

Foster and Hartmann

The course will focus on the nature, structure, and utilization of political power in the U.S. Particular attention will be paid to the growing concentration of power and its impact on democratic institutions. Topics covered include: "the warfare state;" "the invisible government;" poverty; and the social cost of free enterprise. Occasional guest lecturer.

RELIGION AND ETHNIC POLITICS

Fall

Frankovic

The political effect of religion and ethnic group memberships, particularly in the U.S. Topics include: ethnic differences in voting behavior; urban machines; the influence of religion on political values; and tendencies toward assimilation and ethnic pluralism. Particular attention will be given to Catholic and Jewish immigrant groups.

AFRO-AMERICANS AND U.S. POLITICS

Spring

Foster and Strange

An historical and contemporary study of the Afro-American in United States politics. Topics include: the extent, methods and effectiveness of political action by Afro-Americans; internal politics of Afro-American communities; intensive examination of the response to this activity by the United States political system.

POLITICAL CAMPAIGNING

Fall

Staff

An examination of the techniques and problems of political campaigning with special attention to the role of the media and to the financing of a campaign. Concentrated attention will be given to the 1972 campaign for the presidency.

ELECTORAL ANALYSIS: THE 1972 CAMPAIGN

Fall

Pomper

An attempt to combine observation of current political events with the development of techniques of electoral analysis. Material for the course will be drawn from the current presidential campaign, including the national conventions of 1972, campaign speeches, opinion polls, voting returns, and congressional behavior. Students will use mass

media and other reports of these events to apply such techniques as content analysis, electoral sociology, and roll call analysis. Simple quantitative methods and opinion surveys will be emphasized, but no special preparation is needed.

TOPICS IN URBAN POLITICS (Cr. 4) 02:790:217
Political character and conflicts of urban communities.

AMERICAN STATE AND URBAN POLITICS Fall
Foster and Strange

A basic introductory course which examines the structure and process of government at the local level in the United States. Topics covered include: state government and local politics; politics of metropolitan government; and politics and the judiciary.

SUBURBAN POLITICS Spring
Hartmann and Strange

An examination of suburbia: its politics, policies and people. The issues of education and zoning will be discussed in detail. An examination will also be made of mass and elite participation in suburban politics, and of the attitudes and values of these two groups.

POLITICS OF URBAN CHANGE Fall
Fainstein

Examination of the effect of power structure, size of political jurisdiction, and bureaucratization on governmental output at the local level. Evaluation of various strategies, including planning and community control, as vehicles for change.

TOPICS IN COMPARATIVE POLITICS (Cr. 4) 02:790:219
Politics in Africa, Asia, Europe, Latin America, and the Communist world.

AN INTRODUCTION TO COMPARATIVE POLITICS Fall
Brown

The purpose of this course is to acquaint students with some of the political theories and concepts used in comparative politics and cross-cultural research. We will be examining the work of such theorists as Apter, Eckstein, Halpern, Huntington, etc., and focusing our attention primarily on problems of political development and social change in Third World countries.

CONTEMPORARY PEASANT REVOLUTIONS Spring
Lewis

Case studies of the Chinese, Russian, Cuban, Algerian, Vietnamese and Mexican revolutions will be the basis of this inquiry into the pre-conditions of peasant mobilization, and the sources of leadership, organization, goals and ideologies characterizing peasant movements. The nature of peasant

societies, and the change in the relationship of peasantry to the larger society leading to agrarian revolt will be examined through writings of anthropologists as well as those of political scientists.

POLITICAL CHANGE IN LATIN AMERICA

Fall

Pollock

A survey of various sectors and classes in Latin America which asks questions about the propensity of these groups to favor political change. Confrontations of classes and groups will be studied in crisis situations. Special emphasis will be placed on the obstacles which affect efforts at structural change, with specific attention given to the role of the United States and liberation movements.

TOPICS IN INTERNATIONAL POLITICS (Cr. 4)

02:790:220

Political relationships in the international community and among nations.

BASIC FACTORS IN INTERNATIONAL POLITICS

Spring

Staff

In this class we will look at the important determinants of nation-state behavior in order to gain a better understanding of the chaotic world we live in. We will examine international relations in terms of its philosophical, historical and analytic foundations. We will try to discover whether the conflicts that exist in world politics are inevitable or whether there is the possibility for a moral community among nations.

INTERNATIONAL INSTITUTIONS

Spring

Morton

The purpose of this course is to introduce the student to the history of attempts to devise and implement institutions for

international order. Emphasis is placed upon the United Nations and its antecedents as well as upon regional organization in Europe and the Third World.

TOPICS IN POLITICAL BEHAVIOR (Cr. 4)

02:790:223

Aspects of the scientific study of politics.

AMERICAN VOTING BEHAVIOR

Spring

Pomper

Analysis of American voting behavior, with particular attention to the elections of 1964 and 1968, the effect of ethnic group memberships on political activity, and changes in the character of the political party system in the United States.

POLITICAL SOCIALIZATION

Fall

Wilson

Beginning with an analysis of childhood training and proceeding through adolescent and adult learning, the course will examine how various distinctive influences in the home, in school, and in friendship and work groups shape culturally unique attitudes that are related to the different kinds of political behavior we observe in various societies and subcultures. There will be a brief introduction to aspects of learning in general and specific case studies of political socialization.

WOMEN IN THE POLITY

Fall

Lewis

In a seminar format, students will examine the political status of women as prescribed by relevant political theorists and will compare their statements with the views of the contemporary

Women's Liberation movement. Psychological, legal and other institutional factors defining the status of women in the contemporary United States as well as in other cases, both historical and cross-cultural, will be considered. The seminar will select weekly topics and undertake common readings as a group; different members will make weekly presentations which will serve as the basis for group discussion.

COMPARATIVE ETHNIC POLITICS Spring
Frankovic

A survey of ethnic group relations in a number of societies—both Western and non-western. The purpose of the course is to acquaint students with the problems that pluralistic societies have in integrating competing value systems into the society. Special emphasis will be placed on the relationship between class and ethnicity. Experts from various disciplines will be guest lecturers.

TOPICS IN LAW AND POLITICS (Cr. 4) 02:790:225
Relationships between law, politics, and the community.

CRIMINAL JUSTICE Fall
Bernstein

The constitutional and political issues raised by current police practices; judicial control over the pre-trial stage of the criminal process; prosecutorial discretion and plea-bargaining; the processing of mass arrests; political justice; the limits of the criminal sanction, and the politics of law and order.

LAW AND SOCIAL CHANGE Spring
Bernsein

An analysis of the role of law in the processes of social

change. Special emphasis on the delivery and scope of legal services to the poor. Review of selected topics in the law: low-income housing, consumer protection, domestic relations, and administrative due process.

POLITICS OF CIVIL LIBERTIES Spring
Bernstein

Analysis of contemporary civil liberties, emphasizing factors that restrict or enlarge their scope. Topics include: the democratic theory of civil liberty; congressional investigations; the first and fifth amendments; the role of the F.B.I.; academic freedom; the invasion of privacy; civil disobedience; and justice and the poor.

TOPICS IN POLITICAL THEORY (Cr. 4) 02:790:226
Normative and empirical theories of politics.

AMERICAN RADICALISM Fall
McWilliams

Radical thought in America with emphasis on the period since the Civil War: Populism; American Marxism; the Old and the New Left; and Black radical thought.

LIBERALISM IN AMERICA Fall
Staff

The purpose of the course will be to explore the evolution of liberalism in the context of American political theory. This will be done with reference to such issues as: natural rights; individualist group policies; laissez-faire economics; statism; and the denial of communitarianism inherent in liberal

ideology. After an intensive philosophical analysis of the assumptions of liberal theory, the course will deal with both the historical and contemporary critiques of liberalism. The historical perspective will include traditional conservative political thought; while on the contemporary scene, we will deal with criticism made by the New Left.

**INDEPENDENT STUDY IN POLITICAL
SCIENCE (Cr. 1-16)** Fall, Spring 02:790:227, 228
Staff

Individual, supervised study of topics of interest to particular students especially below the senior level. Extensive reading, and/or an independent research project, will be involved. Fuller details are to be arranged in individual conferences between students and faculty members.

INTERDISCIPLINARY STUDIES (Cr. 4)
Given both semesters 02:790:300

On the pattern of the freshman year, this course will attempt to foster joint consideration of a topic of importance to political science and other disciplines. Specified topics will vary from year to year, and instruction will be provided by persons both within and outside the political science department.

ISSUES OF PUBLIC POLICY (Cr. 4) 02:790:307

A selected topic of domestic, local or international controversy will be analyzed through the methods and literature of political science.

URBAN POLICY AND POLITICS Fall
Strange

An examination of public policy affecting urban areas in the

United States. One specific policy area, which will vary from year to year, will be emphasized. Some of the topics to be discussed in detail include: housing, transportation, race and poverty, land use, metropolitanization.

THE AMERICAN INDIAN AND THE CONSTITUTION Spring
Schnayer

A contemporary and historical analysis of the American Indian and his struggle with the constitution. Students will explore contemporary court cases and the New Indian Constitution, as well as historical decisions by all three branches of government, such as: the Relocation Acts, Termination Policy, etc. Because of the nature of some of the material, it is desirable that students have a background in some basic American government courses before registering for this course.

**CONFLICT AND COOPERATION IN INTERNATIONAL
POLITICS (Cr. 4)** Fall 02:790:321
Morton

An examination of interactions across national boundaries, with special emphasis upon the causes, strategies, and dynamics of conflict behavior as well as those factors which are conducive to cooperation and integration among nations. The formulation of foreign policy goals and the degree to which they are achieved in the international arena are treated with reference to power differentials, institutional arrangements, and ideological predispositions. Illustrative material is drawn from recent international events.

**THE WESTERN TRADITION FROM PLATO TO
MILL (Cr. 4)** Fall, Spring 02:790:371, 372
Schochet and Bathory

The relationship of man to society and the political order, and

the ethical foundations of politics as seen by the major western political philosophers. Detailed study of texts with attention to their modern meanings as well as to the historical contexts out of which they grew. Emphasis upon the problems of authority, obligation and resistance. Each semester of this year course can be taken separately. The first semester will extend from Plato to Machiavelli; the second semester to John Stuart Mill.

ADVANCED STUDIES IN AMERICAN POLITICS (Cr. 4)
02:790:423

Institutions, processes and power relationships in the United States. For advanced students.

POLITICAL LEADERSHIP Spring
Bathory

The course will focus on the leader's problems of self-definition in a democratic society. General theoretical issues will be raised through a study of selected works in modern political theory and ego psychology (e.g., Rousseau, de Tocqueville, and Erikson). Specific problems of American political leadership will be considered following the reading of political novels, political biographies and case studies.

PUBLIC OPINION AND PROPAGANDA Spring
Nygreen

The course will consider the roles of propaganda and public opinion—their uses and abuses—in American democracy. Particular attention will be paid to: attitude formation and attitude change; the mass media; mass society; the channels of, and obstacles to, the dissemination of information.

ADVANCED STUDIES IN POLITICAL
THEORY (Cr. 4)

02:790:424

Normative and empirical theories of politics. For advanced students.

DEMOCRATIC POLITICAL PHILOSOPHY Fall
Schochet

An analysis of the relationship between ethics and politics in contemporary democracy, and current challenges to traditional democratic theory. Topics will include: political obligation; the justification of authority; disobedience and the right of resistance; freedom; social justice; and equality.

THE POLITICAL THOUGHT OF MARXISM Spring
Bathory and McWilliams

Marxist thought viewed both in historical perspective and in relation to its contemporary validity and role as a major political ideology. Major emphasis on Marx's own thought. The course will include discussion of: the origins of Marxism; Marxism and its Utopian and anarchistic rivals; Revisionism; Syndicalism; and the specific theoretical ideas of Lenin, Trotsky, Stalin, Djilas and Mao Tse Tung.

ADVANCED STUDIES IN LAW AND POLITICS (Cr. 4)
02:790:425

Relationships between law, politics, and the community. For advanced students.

LEGAL REASONING Fall
Bernstein

Prerequisite: limited to seniors or to juniors with the permission of the instructor.

An intensive analysis of legal reasoning. Emphasis on "reading cases" through the study of selected topics in law, *e.g.*, ability. Critique of legalism. Reviews of legal logic. Primarily intended for law school applicants.

RACE IN AMERICAN LAW

Spring

Bernstein

Comparative analysis of institutionalized racism as experienced by American Indians, "freedmen," Chinese and Mexican-Americans in the laws regulating the nineteenth century economy.

ADVANCED STUDIES IN POLITICAL BEHAVIOR (Cr. 4)

02:790:426

Aspects of the scientific study of politics. For advanced students.

REVOLUTIONARY MOVEMENTS

Spring

Schwartz

This course will explore contemporary social science theories which are used to explain the origin and development of revolutionary movements. Among the topics to be considered are: political alienation; the origin of small revolutionary groups; the propaganda of revolutionary groups; the acquisition of resources; and general strategies of revolutionary action. The emphasis, in this course, is on the explanation of revolutionary movements rather than the advocacy of revolution or tactical "how to make a revolution" questions.

POLITICAL ALIENATION AND PROTEST

Fall

Schwartz

Examination of the social, cultural, psychological and political

conditions under which individuals become alienated from the political system, and the processes whereby alienated attitudes become expressed in protest, riot and revolutionary behavior. Special emphasis will be placed on political alienation in contemporary America. Students will conduct original research with the assistance and advice of the instructor.

PSYCHOLOGY OF POLITICAL LEADERSHIP

Fall

Bathory

A study of the problems of political organization and political education in a mass democracy. The course will deal primarily with: the task of organizing the unorganized; the personal and political conflicts facing the organizer; and the nature of the self-imposed limits of this task. Early sections of the course will focus on the historical setting of contemporary problems with a discussion of the Populists and on labor organizers in the late 19th and early 20th centuries. Later sessions will focus on the problems of urban and ethnic organizing. Readings will include case studies in addition to general studies in the problems of organizing, and psychological and political theory.

ADVANCED STUDIES IN INTERNATIONAL POLITICS (Cr. 4)

02:790:427

Relationships between law, politics, and the community. For advanced students.

THE MILITARY AND POLITICS

Fall

McWilliams

Politics and organized force. Historical and contemporary patterns of relationship between military forces and political society. Guerilla conflict.

THE POLITICS OF DISARMAMENT

Fall

Morton

A review and analysis of the history of attempts to control armaments with greatest emphasis placed upon negotiations between the United States and the Soviet Union from the end of World War II to the present. Topics include: current dimensions of nuclear, chemical, and biological weapons; the prospect of proliferation; implications of principal defense strategies; technical aspects of verification; political aspects of enforcing agreements; and models of disarmament.

POPULATION, TECHNOLOGY, AND THE INTERNATIONAL SYSTEM

Spring

Morton

An advanced course the purpose of which is to examine current trends in world-wide population growth and technological development and to assess their impact upon relations among nation-states. Stress is placed upon the potential for international violence inherent in these trends. Quantitative techniques of analysis are used where appropriate.

IMPERIALISM

Spring

McWilliams

The meaning of imperialism; imperialism in international politics; imperialist ideology and practice, historical and contemporary. Theories of imperialism will be examined in terms of their adequacy as explanations of the phenomenon of imperial politics.

ADVANCED STUDIES IN COMPARATIVE POLITICS (Cr. 4)

02:790:428

Politics in Africa, Asia, Europe, Latin America, and the Communist world. For advanced students.

AFRICAN POLITICAL DEVELOPMENT

Fall

Lewis

Political change in Africa will be introduced through the examination of selected countries as representative cases. Students will consider the interplay of pre-colonial systems and colonialism, and the impact of these factors on nationalist movements and the politics of independent African states. This study of nation-building will include economic and social factors affecting political organization, sources of political mobilization and political opposition, and the foreign relations of African states.

CARIBBEAN POLITICS

Spring

Brown

Examination of the domestic and international politics of the independent nations of the Caribbean, with particular attention to: relationships with the former colonial power, political movements, and the development of Black power ideology.

POLITICAL MODERNIZATION OF JAPAN

Spring

Burks

Theory of modernization, political development, and urban style, as applied to the case study of contemporary Japan. Effects on Japanese government, politics, and political behavior will be related to a general theory of politics.

REVOLUTION AND CHANGE IN MODERN CHINA

Fall

Wilson

The politics of social change and social interaction in China,

mainly since 1945, with special emphasis on the implications for contemporary theories of political behavior.

ADVANCED STUDIES IN URBAN POLITICS (Cr. 4)

02:790:437

Political character and conflicts of urban communities. For advanced students.

POLITICS OF URBAN SOCIAL SERVICES

Spring

Fainstein

A study of the relationship between clients and bureaucratic reform. Special emphasis on the effects of urban social services (schools, police, welfare, etc.) on the poor.

URBANIZATION AND MODERNIZATION

Fall

Foster

A comparative analysis of the nature and impact of social and political modernization in the urban context. Readings will cover the United States, Africa and Latin America.

RESEARCH METHODS (Cr. 4)

Spring 02:790:491

Staff

Primarily intended for students considering graduate study, this course will provide detailed instruction in methods of research in political science, including survey design, simulation, documentary analysis, the use of computers, and the epistemology of political science.

SEMINAR IN POLITICAL SCIENCE (Cr. 4)

02:790:497

Prerequisite: while usually intended for upperclassmen and departmental majors, enrollment will depend solely on the

permission of the instructor.

Readings and individual research for a small group of selected students on a designated topic.

THE POLITICS OF UTOPIA

Spring

Strange

An advanced seminar which will examine the nature of the political system envisioned for various utopias, and the political realities of those communities established as utopian communities. The course will attempt to acquaint students with the problem of developing new political institutions and to provide students with more information with which to evaluate the American political system.

THE IDEA OF "COMMUNITY" IN POLITICAL PHILOSOPHY

Fall

Schochet

Detailed analysis of three political philosophers of "community": Plato, Rousseau, and Marx. Particular attention to the logical implications and contemporary meanings of their doctrines.

SIMULATION GAMES IN POLITICAL SCIENCE

Fall

Nygreen

The use of simulation games for teaching and research in political science. Games will be played in class and analyzed for their usefulness. Students will be required to design a course in a field of their interest within political science which would include the use of simulations in class.

PUBLIC INTEREST RESEARCH GROUP

Spring

Strange

Independent study designed to conduct research in coopera-

tion with the New Jersey Public Interest Research Group, a student organization modeled after Ralph Nader's national operations. Students will attempt to organize, finance and direct research groups and to conduct research on issues involving environmental preservation and consumer protection; racial and sexual discrimination; and product safety and corporate responsibility.

REFORM MOVEMENTS IN LATIN AMERICA Spring
Pollock

Research on the forces impeding and accelerating political change in Latin America. Emphasis will be placed on the complex nature of political coalitions, the new examples of Cuba and Chile, and the role of the United States.

CLINICAL SEMINAR IN LAW AND SOCIAL CHANGE Fall
Bernstein

Prerequisites: Law and Social Change or equivalent courses and permission of the instructor.

Field research on the social significance of selected developments in the laws affecting the poor. In conjunction with county legal services offices. Limited to 20 students.

INDEPENDENT STUDY IN POLITICAL SCIENCE (Cr.1-16)
By Arrangement Fall, Spring 02:790:498, 499

Individual, supervised study of topics of interest to particular students. Extensive reading, and/or an independent research project will be involved. Fuller details are to be arranged in individual conferences between students and faculty members.

Related Courses

TECHNOLOGY AND SOCIETY (Cr. 4) (College Courses)	02:090:254
SELECTED TOPICS IN THE CHINESE REVOLUTION (Cr. 4) (College Courses)	02:090:314
PHILOSOPHY OF LAW (Cr. 4) (Philosophy)	02:730:382
CONTEMPORARY POLITICAL STRATEGIES FOR CHANGE (Cr. 4) (Urban Studies)	02:975:216
POLITICS OF POVERTY AND WELFARE (Cr. 4) (Urban Studies)	02:975:348
TOPICS IN PRACTICAL POLITICS: CAMPAIGN 1972 (Cr. 4) (Urban Studies)	02:975:384

PSYCHOLOGY

The Department of Psychology serves two principal functions in the university. One is to train students in the principles of the scientific study of behavior to serve as a foundation for graduate work in psychology, in social work, in education, or other related areas. The second is to give the student who is not necessarily interested in a career in psychology a deeper and clearer understanding of psychological processes which will be useful in his or her personal life or career.

Psychology is a diverse subject ranging from neurophysiology at one extreme to sociology at the other. Although the interests of the members of the department are fairly heterogeneous, their primary focus is man in his social context. Courses in other areas (e.g., physiological psychology, animal behavior) are presently available on other New Brunswick campuses.

The psychology majors consists of nine psychology courses. Required for the major are 107-108, 200 and any six other psychology courses. Quantitative methods (215) is strongly recommended but not required. It plays the role of a key prerequisite to many advanced level courses. Students may take no more than three semesters of Independent Study A and B (221, 222, 491, 492) to count toward the requirements for the major. The particular pattern of courses that a student takes depends upon his interests and his or her career aspirations. We ex-

pect psychology majors to take some selection of courses in a number of related areas such as anthropology, art, biology, computer science, English and literature, philosophy, sociology, and urban planning. However, no specific course in any of these fields is required as related work; rather, student interests and career plans dictate what related work he or she takes.

Students interested in any kind of professional work in psychology should talk with a Departmental Adviser about their programs of study early in their undergraduate careers.

Broadly speaking, there are two kinds of professional careers in psychology: scientific-research careers (teaching and research or full-time research) and psychological service careers (counseling, psychiatric social work, school psychology, mental health work, clinical psychology or psychiatry, and educational and public service administration). Almost all of these careers require two to five years of graduate work beyond the B.A. degree.

In the case of the scientific-research careers, a student's course work should include Quantitative Methods (215), Experimental Psychology (254), and courses that provide research training such as 323, 335, 336 and Senior Seminar. It is also important for such a student to get involved in junior or senior seminars or independent study projects when he or she has the appropriate background.

In the case of psychological service careers, a student's course work should include Quantitative Methods (215), and at least three courses in the following areas: human development, abnormal psychology, personality and social psychology, and experience in supervised field work (369 or 370). Students whose career aspirations lie outside of psychology in areas such as law, medicine, business, advertising, public relations, or personnel, etc., should consult a department adviser about what is most appropriate given their interests and aspirations.

Psychological Topics (107-108) provides a general introduction to the field and both semesters of it is required as a prerequisite for most advanced psychology courses and for the majors in psychology.

In addition to formal course work, students will also have an opportunity to involve themselves in ongoing research being conducted by department members and in relevant field experiences.

Faculty

Keith E. Davis, Professor and Chairman. B.A., Ph.D., Duke University. Interests: psychological aspects of population control such as contraceptive use and the handling of unwanted pregnancies; human sexual behavior; and love and friendship relationships. Community involvement: the development of community mental health training programs.

George E. Atwood, Assistant Professor. B.A., University of Arizona; M.A., Ph.D., University of Oregon. Interests: personality theory, Piaget, visual imagery, remembering, psychotherapy, schizophrenia, psycholinguistics, parapsychology, history and systems.

Richard D. Ashmore, Assistant Professor. B.A., Stanford; M.A., Ph.D., UCLA. Interests: intergroup relations, especially the perception of ethnic groups and the effects of intergroup contact on prejudice; the psychological effects of censorship; attitude formation and change.

Melvin L. Gary, Assistant Professor. B.A., Haverford; M.A., Ph.D., Ohio State. Interests: cognitive style; attitudes and prejudice.

Jeannette M. Haviland, Assistant Professor. B.A., Radcliffe; M.A., Ph.D., Michigan State University. Interest: the development of human interaction patterns (includes current mother-child studies, adolescent peer studies and TV study). Community involvement: Livingston Day Care Center.

James W. Livingston, Jr., Assistant Professor. B.S., M.S., California State College at Hayward (Mathematics); Ph.D., University of California, Santa Barbara. Interests: cognitive processes; mathematical and computer models of behavior; measurement of social motivation; computer augmentation of education. Community involvement: consulting on use of quantitative methods in social research.

Daniel M. Ogilvie, Assistant Professor. B.A., Ph.D., Harvard University. Interests: social development of pre-school children; changing psychodynamics in contemporary adolescents; small group structures and processes. Community involvement: development and evaluation of Headstart and Follow Through programs.

Lawrence A. Pervin, Professor. B.A., Queens; Ph.D., Harvard. Interests: clinical psychology; personality theory and assessment; the fit between the individual and his environment; educational environments.

Alvin Ramsey, Assistant Professor. B.A., Hunter College (CUNY); M.A., Harvard University; Ph.D. (expected 1972) Harvard University. Interests: empirically testing various aspects of a theoretical model of the historical development of Afro-American identity; small group dynamics and collective behavior (social movements; mass media); interaction between personality and social systems.

Seymour Rosenberg, Professor. B.S., Citadel; M.A., Ph.D., Indiana. Interests: conceptions of personality structure and of mental illness as held by various socioeconomic groups, therapy patients, and famous novelists and writers; language and communication; the use of mathematical models in social psychological theory.

Silvan S. Tomkins, Professor. B.A., M.A., Ph.D., University of Pennsylvania. Interests: study of human emotions; ideology and personality structure; the role of emotion in cigarette smoking; and personality assessment.

Lawrence M. Ward, Assistant Professor. A.B., Harvard; Ph.D., Duke University. Interests: foundations of psychological measurement; binocular vision, especially interocular rivalry; perception and judgment of size and distance of objects in space; perception of the molar physical environment.

David A. Wexler, Assistant Professor. A.B., Ph.D., University of Chicago. Interests: personality theory and personality change; psychotherapy, particularly the conceptualization and assessment of therapeutic process; cognitive and linguistic factors in the experiencing of emotion.

Courses

PSYCHOLOGICAL TOPICS (Cr. 4, 4)

Staff

Fall and Spring 02:830:107-108

The first semester will be devoted to a survey of issues in learning, language development, perception, thinking, genetics, and social psychology. The focus of the second semester will be on increasing the students' self understanding by intensive work in motivation, personality theory, personality assessment, abnormal behavior, and psychotherapy. Both semesters of this course or an equivalent are prerequisites for most other psychology courses and required of departmental majors.

INTRODUCTION TO SOCIAL PSYCHOLOGY (Cr. 4)

Ramsey

Fall 02:830:110

Prerequisite: credit in 02:830:107; can be taken concurrently with 02:830:108.

Starting from a review of the history of social psychology, the course will study the main theoretical orientations of the field including: reinforcement theory, psychoanalytic theory, cognitive theory, field theory and role theory. Consideration will be given to comparing psychological and sociological levels of analysis. In all areas covered, research of both experimental and non-experimental natures will be emphasized.

Among the particular topics that will be covered are: views of social interaction, the individual in society, interpersonal influence, mass media, impression formation, group behavior, collective behavior and social movements, race and racism. Attempts will be made to relate many of the topics to issues in contemporary society. Designed for non-majors who want to learn about this field as well as for majors.

CONTEMPORARY PSYCHOLOGICAL CONCEPTS AND
THE BLACK EXPERIENCE (Cr. 4) Fall 02:830:171
Gary and Ramsey

Prerequisite: credit in 02:830:107; can be taken concurrently with 02:830:108.

Selected psychological principles and concepts will be discussed in terms of their usefulness in enhancing our understanding of the Black experience in America. Special attention will be given to the social and cultural factors that influence personality development and the Black life-style. Psychological research concerning racial comparisons will be critically evaluated in terms of conceptual appropriateness, relevance, adequacy of data interpretation, and a *priori* assumptions of the researcher.

TUTORIAL IN PSYCHOLOGY FOR MAJORS (Cr. 2)
Staff Fall 02:830:200

Prerequisite: 02:830:107-108.

Required of all majors and transfer students who want to major in psychology. To be taken in sophomore year or as soon thereafter as the student declares a major in psychology. The goal of the course is to provide career guidance and academic counseling to majors and to help them acquire the study skills and grasp of psychological reading, research sources, and writing that are necessary for majors.

PREJUDICE AND CONFLICT (Cr. 4) Spring 02:830:204
Gary

Prerequisite: credit in two semesters of psychology.

A survey of social psychological knowledge pertaining to the development and consequences of inter-ethnic and inter-racial attitudes as they affect current events. Special emphasis will be placed on analysis of group dynamics occurring within the classroom as well as the collection of relevant data from the college and nearby communities.

QUANTITATIVE METHODS (Cr. 4,4)
Livingston Fall, Spring 02:830:215, 216

Prerequisite: for 02:830:215, one year of college math of permission of the instructor; for 02:830:216, 215 or its equivalent, or permission of the instructor.

An introduction to the quantitative methodology of psychology. The first semester will consist of a survey of elementary probability theory, descriptive and inferential statistics, and research design. In the second semester, examples of various other applications of mathematics to psychology will be discussed. Emphasis will be on the construction of mathematical models of psychological and social processes and structures. Possible topics are measurement theory, information theory, game theory, computer simulation. (02:830:215 is not open to students with credit in 02:830:253 at Douglass College.)

INDEPENDENT STUDY A (Cr. 4) Fall, Spring 02:830:221, 222
Staff

Prerequisite: at least two courses in psychology and agreement of a specific faculty member to supervise your work.

Consent must be obtained prior to registration for the course on a form available in the departmental office.

HUMAN EXPERIMENTAL PSYCHOLOGY (Cr. 4)

Ward Spring 02:830:254

Prerequisite: credit in 02:830:108, 02:830:215, or their equivalent, or permission of the instructor.

A laboratory course emphasizing three areas in human experimental psychology: (1) sensory processes; (2) perceptual organization; and (3) thinking and problem solving. Within each area, a few special topics will be covered in depth. Possibilities are: in sensory processes—threshold and signal detection theory, psycho-physics, information theory and channel capacity; in perceptual organization—binocular vision (esp. rivalry), illusions, motivational and other influences on perception, response system processes in perception; in thinking and problem solving—recurrence in thinking and memory, set in perception and problem solving algorithms for creative problem solving. (Not open to students with credit in 02:830:381-382 at Rutgers or 02:830:255-256 at Douglass.)

PSYCHOLOGY OF ABNORMAL BEHAVIOR (Cr. 4)

Atwood, Pervin and Wexler Given both semesters 02:830:263

Prerequisite: credit in 02:830:107-108.

A survey of traditional and non-traditional views of various forms of psychopathology. Theorists covered include: Freud, Rogers, Skinner, Laing, and Szasz. Students may spend a part of a day each week in a hospital, clinic, school or prison in an attempt to relate material covered in readings and lectures to "real-life" situations. (Not open to students with credit in 830:363 at Rutgers or 830:460 at Douglass.)

PSYCHOLOGY OF PERSONALITY (Cr. 4)

Wexler Given both semesters 02:830:272

Prerequisite: credit in 02:830:107-108.

A critical survey of the theoretical major systems for understanding personality (e.g., psychoanalytic, humanistic, and cognitive theories). The course will focus on major theoretical questions raised by the theories and research that bear on the resolution of these issues. (Not open to students with credit in 830:371 at Douglass or Rutgers.)

PSYCHOLOGICAL DEVELOPMENT FROM BIRTH TO ADOLESCENCE (Cr. 4)

Given both semesters 02:830:279

Gary

Prerequisite: Credit in 02:830:107. May be taken concurrently with 108.

A survey of the factors affecting the growth, maturation, and personality development of the human organism. Physical, cognitive, and social development from infancy to adolescence will be emphasized as resulting from the interaction of environmental and hereditary factors. In conjunction with the didactic materials, students will be expected to devote some time to working with children in Headstart programs, day care centers, neighborhood houses, etc. (Designed for non-majors.)

PROBLEMS OF ADOLESCENCE IN CONTEMPORARY SOCIETY (Cr. 4)

Spring 02:830:281

Haviland

Prerequisite: credit in 02:830:107-108; credit in 02:830:279 or 02:830:323 strongly recommended.

A survey of theories of development, pertaining to the period of adolescence. These theories will be studied historically

with emphasis on the evolution of theory building. Contemporary social critics and members of the "youth culture" will be included. Materials from anthropology and sociology will be considered when relevant. Occasional seminars and sections will deal with more practical social and personal perspectives.

THEORIES AND FACTS OF MOTIVATION (Cr. 4)

Staff

Fall 02:830:303

Prerequisite: credit in three semesters of psychology.

An intensive survey of the field of human motivation. Topics will include: homeostatic concepts, hedonic and activation theories, conflict and stress, anxiety, and social motivation.

PSYCHOLOGICAL APPROACHES TO SOCIAL PROBLEMS (Cr. 4)

Spring 02:830:315

Ashmore

Prerequisite: credit in 02:830:110 or 02:830:205 or 02:830:335.

This course will cover psychological research and theory bearing on a number of the major problems confronting the social sciences. The topics to be covered are: prejudice and inter-group strife; political processes (political socialization, voting behavior, the radical right and new left); criminal sanctions and the penal systems. The emphasis will not only be on understanding the significant contemporary problems but also on evaluating suggested remedies. A brief sample of readings to be covered includes: *The True Believer*, by Eric Hoffer; *The Crime of Punishment*, by Karl Menninger; *The Nature of Prejudice*, by Gordon Allport.

DEVELOPMENTAL PSYCHOLOGY (Cr. 4)

Fall 02:830:323

Haviland

Prerequisite: credit in 02:830:107-108.

A survey of the factors affecting the growth, maturation, and personality development of the child. Emphasis will be placed on basic psychological theoretical issues and basic processes in learning, perception and motivation. Materials will be drawn from empirical studies of child behavior. Occasional seminars and sections will deal with more practical social and personal perspectives. (Not open to students with credit in 830:323 or 324 at Douglass or Rutgers or 02:830:279. Designed for majors.)

INTRODUCTION TO ALCOHOL PROGRAMS AND COUNSELING (Cr. 4, 4)

Fall, Spring 02:830:331

Cross, Lester, Mieding

Prerequisites: 02:830:107-108, 02:830:263. 02:975:201-202 is strongly recommended.

These courses are designed to prepare beginning level community health personnel to work in the organization and implementation of services to deal with alcohol problems in the community. These courses will utilize the staff and resources of the Center of Alcohol Studies. The first semester will emphasize knowledge about alcoholism as an illness and as a community problem, ways communities respond to alcohol problems, and development of a comprehensive alcoholism program. The second semester will emphasize the development of skills which will prepare the student to assume a role on the community alcohol treatment team. Special attention is given to the areas of interviewing, counseling, case management, utilization, and development of community resources for treatment and rehabilitation, and methods for mobilizing the aid of significant others in the alcoholic's environment, such as family, friends, and employers. The importance of involving the family in the therapeutic process is stressed. Building on background knowledge gained in the first semester, students also will have the opportunity to develop skills in community-related aspects of alcohol programs, such as education, community

organization, and resource studies. Graduates of the B.A. program in Community Mental Health Work, after these courses and the four semesters of supervised field work in community psychology, should be capable of engaging in alcohol counseling under the supervision of an experienced, qualified professional in the context of a community service agency.

SOCIAL PSYCHOLOGICAL RESEARCH (Cr. 4, 4)

Ashmore

Fall, Spring 02:830:335-336

Prerequisites: credit in 02:830:107-108 and 02:830:215 or permission of the instructor.

This course is an introduction to selected topics and methods in social psychology. It is designed for psychology majors, particularly those who plan to go to graduate school. Examples of topics that may be considered are: impression formation; factors affecting rates of interaction in small groups; the structure and development of attitudes; personality structure and social interaction; and competition and conflict. Students will conduct a series of laboratory and field studies relevant to the topics under consideration in order to acquaint them with the empirical methods and techniques of social psychology. During the second semester students will plan and conduct a research project on their own. (This course is much more concerned with research methods and less concerned with personality variables than social psychology (02:830:319) in the Livingston Sociology Department.) Not open to students with credit in 335 at Rutgers or Douglass.

PSYCHOLOGY OF LANGUAGE AND COMMUNICATION (Cr. 4)

Rosenberg

02:830:365

Prerequisite: credit in three semesters of psychology.

Topics to be considered include: the structural properties of

language; speech perception; language acquisition; verbal and non-verbal communication. The course will require the student to engage in research and report in writing on some of these topics.

FIELD WORK IN COMMUNITY PSYCHOLOGY (Cr. 4, 4)

Pervin and Staff

Fall, Spring 02:830:369, 370

Prerequisites: junior or senior psychology majors; credit in four prior psychology courses, including abnormal psychology (263); and capability to devote 8 to 10 hours per week to the in-field experience.

Supervised work in an existing community mental health center, child guidance center, counseling center, school system, state hospital, or other psychological service center. On-the-job experience is combined with guided reading in relevant sources.

PERSONALITY AND INTER-PERSONAL BEHAVIOR (Cr. 4)

Ogilvie and Ramsey

Given both semesters 02:830:378

Prerequisite: permission of instructor with application form obtained at department.

A concrete introduction to the psychology of personality, the structure and dynamics of small groups, the formation and development of group cultures. Members of this course constitute themselves into a self-analytic group which analyzes its own processes in relation to the personalities and roles of its members.

PSYCHOTHERAPY AND BEHAVIOR CHANGE (Cr. 4)

Pervin and Wexler

Fall 02:830:379

Prerequisite: 02:830:107-108; 02:830:263 and permission of the instructor.

A review of the major systems of psychotherapy and behavior change and an analysis of the issues relevant to all such approaches.

ASSESSMENT OF INDIVIDUALS AND ENVIRONMENTS (Cr. 4)

Spring 02:830:385

Prerequisite: 02:830:107-108, 02:830:263. Credit in 02:830:215 is strongly recommended.

A review and analysis of the concepts and issues relevant to current tests used to assess individuals and environments. Students will become familiar with the major tests in use today and with their strengths and limitations.

JUNIOR SEMINAR A AND B (Cr. 4, 4)

Staff Fall, Spring 02:830:397, 398

Prerequisites: in general, at least two or three courses in psychology, and the instructor's permission.

These seminars are intended to allow the in-depth study of selected problems. The content and instructors will change from semester to semester.

SEMINAR IN DEVELOPMENTAL PSYCHOLOGY (Cr. 4, 4)

Staff 02:830:441, 442

Designed for junior and senior majors to permit intensive consideration and development of specific problems. Students would typically be expected to engage either in empirical research on a developmental problem or to produce an extensive library research paper.

SEMINAR IN SOCIAL PSYCHOLOGY (Cr. 4, 4)

Staff 02:830:445, 446

Designed for junior and senior majors to permit intensive

consideration and development of specific problems. Students would typically be expected to engage either in empirical research on a socio-psychological problem or to produce an extensive library research paper. Check the current registration materials for specific information about course content.

SEMINAR IN EXPERIMENTAL PSYCHOLOGY (Cr. 4, 4)

Staff 02:830:455, 456

Prerequisite: credit in three semesters of psychology.

Designed for junior and senior majors to permit intensive consideration and development of specific problems. Students would typically be expected to engage in empirical research on a specific problem in experimental psychology or to produce an extensive library research paper. Topics will generally be in the area of *human* experimental psychology, i.e., perception, cognition, thinking, verbal learning, language, etc.

SEMINAR IN PERSONALITY RESEARCH AND

DYNAMICS (Cr. 4, 4) Staff 02:830:461, 462

Designed for junior and senior majors to permit intensive consideration and development of specific problems. Students would typically be expected to engage either in empirical research on a personality research and dynamics problem or to produce an extensive library research paper.

INDEPENDENT STUDY B (Cr. 4, 4)

Staff Fall, Spring 02:830:491, 492

Prerequisite: at least two courses in psychology, agreement of a specific faculty member to supervise student's work, and junior standing or higher. Consent must be obtained prior to registration for the course.



The following description was received by one of the students enrolled in the Seminar on Puerto Rican Community Issues:

"At first, a handful of campaign workers were out there on streets, stopping everybody especially Puerto Ricans and explaining to them in 30 words or less, why they should sign this nomination petition and besides they only allowed one, and they want to make sure they're making the best possible choice. Some white people heard the Puerto Rican, and made nasty remarks, and faces, or just walked away, however, some did sign. The Black people responded wonderfully, in almost every case they signed without hesitation, and wished us luck in our campaign. About 60% of the Puerto Rican people we came across know Mr. Torres and signed eagerly, The other 40% didn't take much persuasion, they almost signed at the sound of his name. We came across the wise guys, the ones who ask you so many questions, and takes 1/2 hour of your time to tell you he's voting for somebody else."

Faculty-Students Unite

PRISON REFORM GROUP

By EROL VURAL

After the funerals, rallies, demonstrations and even teach-ins there remain the conditions of oppression and those who suffer under them--the beaten and struggling human beings. The prisoners of Attica are still victims and the victims of Rahway are still prisoners.

It is to go beyond the rhetoric and bullshit and to reach to the living individuals that students and faculty have formed the 'Livingston Organization for Prison Reform' (LOPR). Eventually, the group hopes to be state-wide and with that in mind, letters have been sent to college governments and newspapers throughout New Jersey. The group's purpose is to reach these people in any way possible to make their confinement a less degrading and dehumanizing experience; not so that they will be better prisoners but so that they can be better persons. In the process all involved will learn.

Because prison's are so much

like other institutions in this country (hospitals, courts, schools, boards, town councils, factories and legislatures included) they are governed by strict inflexible rules that are more often than not executed by incompetent, narrow-minded administrators. Rules governing visitation by private citizens are strict but it is possible to be allowed to enter a prison if you have a program of 'recreational value'. The Organization, which is a direct outgrowth of the Attica teach-in and has about twenty five faculty and student members, has been in touch with several prisons in the state with the hope of making a presentation for Christmas. (Possibly at the Bordentown or Yardville Men's Prisons) In order to convince the officials and to do something concrete, specific programs are being developed. Members of the Livingston community have been requested to give of any time or talents they have or know of. (Interested, involved, concerned, active,

ordinary people should contact Linda Olup via her box in Brian Blake's office) Individuals and groups (theatrical, comedy, musical, dance, etc. are needed, as well as anything else.)

Besides providing entertainment possibilities the group is exploring the possibility of setting up college level courses on the correctional system. Another area of concern is legislative reform of the penal system. Also being planned are writing to prisoners, a book exchange and some form of tutorial system.

Late word: The committee concerned specifically with women's prisons has been in touch with officials at the Clinton State Farm for women. The administration has been very cooperative and a visit has been scheduled for this Saturday. There has been mention of the possibility of the establishment of some form of regular coffeeshop. There will be a meeting 7 p.m. Sunday Dec.12 to prepare the programs to be presented on the 17, 18, 19.

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The Program in Puerto Rican Studies is conducting a project in Trenton State Prison as a part of its continuing commitment to share its resources with persons outside the Livingston community. The comments below grew out of that project.

Dear Miss Canino:

"We like to thank you and the rest of our teachers, for giving us a chance to improve our selfs and prove that, with a chance we can rehabilitate and become part of the immediate sociaty. We would also thank you for being sincere and returning to carry out your promise. We also like your tipycal aproach, in acomplishing our studying program, in such of short time."

Nick Hernandez
Inmate Correspondent
Trenton State Prison

PUERTO RICAN STUDIES

Puerto Rican studies is designed to provide a comprehensive program of study based on three major components: (1) history, culture and political development of Puerto Rico; (2) social, political, and economic development of the Puerto Rican community on the mainland, and the interrelationship between the mainland and island communities; and (3) Puerto Rican literature and artistic expression.

Students wishing to major in Puerto Rican studies will design their course of study with the program chairman. Courses, a minor, or a second major in Puerto Rican studies will support and enrich a major in the social sciences, natural sciences or the humanities.

For Puerto Rican students, Puerto Rican studies is designed to recover their cultural identity, language and heritage, thereby affirming Puerto Rican consciousness from a sound knowledge base. Students planning professional careers related to the urban setting, and interested in acquiring an understanding of the culture, history, and traditions of the Puerto Rican, will benefit from courses in Puerto Rican studies.

Puerto Rican Studies Committee

María Josefa Canino, Associate Professor and Chairman of Puerto Rican Studies.

Brian Blake, Assistant Dean, Student Affairs.

Victor Fernandez-Fragoso, Assistant Professor of Comparative and Foreign Literature.

Willie Hernandez, Student.

Hilda Hidalgo, Associate Professor and Chairman of Community Development.

Walter Martinez, Student.

Edward Ortiz, Associate Professor of Community Development.

Carlos Juan Piñero, Instructor in Puerto Rican Studies.

Elias Rivera, Student, Cacique, Unión Estudiantil Puertorriqueña.

Faculty

María Josefa Canino, Associate Professor and Chairman. B.A., City College, City University of New York; M.S., Columbia University.

Carlos Piñero, Instructor. B.A., University of Puerto Rico.

Lillian Cotto, Instructor. B.A., University of Puerto Rico; M.A., New School for Social Research.

Victor Fernandez-Fragoso, Assistant Professor of Comparative and Foreign Literature. B.A., University of Puerto Rico; M.A., A.B.D., University of Connecticut.

Hilda Hidalgo, Associate Professor, Department of Community Development and Urban Studies. B.A., University of Puerto Rico; M.A., Catholic University of America; M.S.W., Smith College; Ph.D., Union Graduate School.

Dr. Luis Nieves Falcón, Coordinator: Puerto Rican Migrant Study Project. B.A., University of Puerto Rico; M.A., New York

University; Ph.D., London School of Economics and Political Science.

Edward Ortiz, Associate Professor, Department of Community Development and Urban Studies. B.A., City College, City University of New York.

Ralph Ortiz, Assistant Professor. B.S., M.F.A., Pratt Institute.

Courses

HISTORY OF PUERTO RICO (Cr. 4) 02:836:101-102
Piñeiro

Prerequisite: reading proficiency in Spanish or 02:940:275

Covering from the Pre-Columbian period to 1898, the first semester will focus on the Taino, Spanish and African peoples: their contribution to and influence on the history of the island; and the four centuries of Spanish rule. Emphasis will be on the formation of the Puerto Rican people and the events leading to El Grito de Lares, the Puerto Rican society in the 19th century, autonomism, and the American take-over.

Covering the period from 1898 to the present, the second semester will include: the first 20 years of North American domination, the breakdown of the coffee economy, and the imposition of a sugar economy; the "30's": national unrest and the development of the Popular Party; the "40's": the Populare's Operation Bootstrap, industrialization, and social conflict; the "60's": the national insurrection, the electoral defeat of the PPD, the organization of FUPI and MPI, and the significance of the new struggle for self-determination. Events of the last three years will also be included.

PUERTO RICAN FINE AND FOLK ART
WORKSHOP (Cr. 4) 02:836:154
Ortiz

The course will explore through discussion of historical ex-

amples and completion of art projects some of the fine and folk art historical roots of Puerto Rico: (A) wood carving; (B) stone work; (C) clay pottery and building; (D) drawing and painting; (E) woodcut graphics; and (F) musical instruments. The course is intended for Puerto Rican community residents and students interested in gaining an insight through art projects using Puerto Rican art forms.

CURRENT SURVEY ON PUERTO RICAN
PERFORMING AND VISUAL ARTISTS ON
THE MAINLAND (Cr. 4) 02:836:189
Ortiz

The student will gain a basic understanding of the art process and ethnic art and of the cultural, political, and other influences on the contemporary Puerto Rican artists' work. Through contact with visiting artists and field visits, the student will acquire a further sense of the accomplishment of the Puerto Rican culture in the arts.

PUERTO RICAN CULTURAL PATTERNS (Cr. 4) 02:836:200
Cotto

Prerequisite: reading proficiency in Spanish.

This course will concentrate on Puerto Rican cultural patterns as shaped by the Indian, African, and Spanish influences. The students will, by the end of the course, understand the origin and development of Puerto Rican cultural patterns as well as their modification on the island and the mainland. Selected patterns will be focused upon: the family; religion and morality; race and race relations; male and female roles and expectations; and perceptions of institutions and authority.

SEMINAR ON PUERTO RICAN COMMUNITY
ISSUES (Cr. 4) 02:836:202
Canino

Prerequisite: permission of the instructor.

The class will discuss issues confronting the Puerto Rican community and determine which to analyze in depth. The issues selected (such as housing, education, community organization, political development, national identity, etc.) will be examined through the students' experiences, selected readings, and field study in a New Jersey town of the student's choice. The student is expected to become sufficiently familiar with the issues discussed to be prepared to recommend and analyze plans of action.

THE ECONOMY OF PUERTO RICO (Cr. 4) 02:836:210
Staff

Prerequisite: one course in economics or permission of the instructor.

The course will examine the structure and performance of the Puerto Rican economy, especially since 1940. Particular emphasis will be placed on the role of government in promoting economic development in various sectors of the economy (such as agriculture, manufacturing, mining, tourism, and construction) along with specific issues such as unemployment, savings, capital formation, and taxation. The course will also examine the economic implications of Puerto Rico's current political status and of the proposed alternative political statuses.

DEVELOPMENT OF PUERTO RICAN POLITICAL PARTIES (Cr. 4) 02:836:220
Piñeiro

Prerequisite: reading proficiency in Spanish.

Analysis of the birth and development of all political parties and organizations in Puerto Rico from 1493 to the present. Discussion and analysis will include the historical development and the social and economic influences on Puerto Rican

politics, with special attention to the development of independence movements. It is expected that students will gain a full knowledge of the political changes which have occurred in Puerto Rico and why they occurred.

SPANISH FOR NATIVE SPEAKERS (Cr. 4) 02:940:275
Fernandez-Fragoso

Intended for students for whom Spanish is a native language. As a result of the course, students will be expected to develop a style, gain reading proficiency and develop competence in the use of oral Spanish.

THE PUERTO RICAN MIGRATION TO THE UNITED STATES MAINLAND 02:836:301-302
Staff

Prerequisite: credit in Puerto Rican Cultural Patterns, or History, or Puerto Rican Community Issues.

The Puerto Rican migration to the United States mainland will be analyzed and examined in some depth. The student will obtain a working knowledge of the island-to-mainland migration from historical, sociological, and economic perspectives. The class will: (a) conduct field research of selected New Jersey areas in order to determine specific cause and effect relationships; (b) gather project data for the prospective New Jersey communities; and (c) assess economic and social changes experienced by the communities.

POETRY OF PROTEST IN LATIN AMERICA (Cr. 4) 02:836:315
Algarin

It is gay the arrow of these years
and our offended America is sad;
man climbs towards space on his satellite

and on the moon he marks his spikes;
 meanwhile Nicaragua rots
 in a dynasty of worms

(Neruda)

The class will depart from the understanding that poetry is a vehicle for political education of the public. Martí was the exponent for Cuba, so too the modern poet feels the pressure to provide definitions for possible lines of action. The student will be exposed to political poetry as it lives to give an image of the international configurations of power controlling Latin America and Puerto Rico.

INDEPENDENT STUDY: RESEARCH ON UNKNOWN
 DOCUMENTS IN PUERTO RICO'S HISTORY
 AND CULTURE (Cr. 4) 02:836:352
 Piñeiro

Prerequisite: reading proficiency in Spanish and permission of the instructor.

An independent study examination of all documents on Puerto Rico in the Library of Congress (Washington), Columbia University Library (New York), Princeton Library (New Jersey), and the (Main) New York Public Library (New York). The course is designed to uncover the files and documents which were removed from Puerto Rican archives by the American government in 1898. It will require intensive, structured field work activities in Washington, New York, and New Jersey. At the end of the study, it is expected that students will have gained skills in library research, analysis of documents and report writing. All findings will be published for the use of students in all Puerto Rican Studies programs and the Puerto Rican community at large.

INDEPENDENT STUDY: CULTURAL CONTINUITY
 AMONG PUERTO RICAN MIGRANTS (Cr. 4) 02:836:354
 Falcón

Prerequisite: bilingual in Spanish and English, and permission

of the instructor.

An independent study of persisting cultural elements and patterns of change among first and second generation Puerto Rican migrants. The course is designed mainly as an independent one which requires intensive reading and structured field work activities in New Jersey. At the end of the independent study, the student is expected to have gained skills in problem solving, research techniques, and report writing.

INDEPENDENT STUDY: THE PUERTO RICAN
 MIGRATORY WORKER (Cr. 4) 02:836:356
 Falcón

Prerequisite: bilingual in Spanish and English, and permission of the instructor.

The student will explore, through independent study, conditions of the Puerto Rican migratory workers, with particular reference to the State of New Jersey. Attention will be given to: social, economic, and political factors, and the social relations between the workers' camps and the outlying communities. This course relies mainly on independent study of secondary data and structured field work activities. At the end of the independent study, the student is expected to have gained skills in problem solving, research techniques, and report writing.

TOPICS IN PUERTO RICAN LITERATURE (Cr. 4, 4)
 Staff Fall, Spring 02:836:400, 401

A survey of Puerto Rican literature from its origins to the present time. Analysis of texts of outstanding authors in the fields of poetry, drama, essay, and the short story. The approach is thematic rather than chronological. Outstanding topics to be discussed: the "jibaro," themes of love and nature, women as theme and as creators, development of an identity, racism, the uprooted, patriotic feeling and commitment, the oral tradition, social problems, and humorous literature.

SEMINAR ON THE TEACHING OF PUERTO RICAN CULTURE AND SOCIETY

02:836:450

Staff

This is a one-semester seminar, six hours a week, which discusses the theoretical foundations for the teaching of Puerto Rican culture and society at the college level. It includes intensive group discussions of educational works most relevant to Third World countries like Puerto Rico; a design of a syllabus for a course on Puerto Rican culture and society; an in depth analysis and discussion of the readings included in the syllabus; and, demonstration of resources and techniques for a more effective way of teaching the area under consideration. The seminar will be supplemented by selected teaching experiences at the college level. It is expected that at the satisfactory completion of the seminar the participants may be able to assume responsibility as aides or part-time instructors in courses related to Puerto Rican culture and society.

Related Courses

PUERTO RICAN LIFE-STYLES AND THE
AMERICAN URBAN EXPERIENCE (Urban
Studies)

02:975:409

SOCIOLOGY

Sociology focuses on the social arrangements which affect people's behavior and life chances. The department gives special attention to problems of comparative social arrangements with particular emphasis to life in industrial, urban and modernizing societies. The American experience will be analyzed and examined not only in terms of internal processes but as the United States relates to other societies in development and transformation. Emphasis will be on applied research intended to design systems to enhance social change. Course work and department research will be oriented toward application and innovation as well as systematic theory.

The department requires a minimum of eight courses in sociology for the major. Included in this should be at least two 400-level courses. This requisite can be altered with the permission of the student's departmental adviser.

Faculty

Irving Louis Horowitz, Professor and Chairman. B.S.S., City College of New York; M.A., Columbia; Ph.D., Buenos Aires. Editor-in-Chief and Publisher: *Transaction*. Editor: *Studies in Comparative International Development*. Author: *Revolution in Brazil: Politics and Society in a Developing Nation*; *Three Worlds of Development: The Theory and Practice of International Stratification*; *The Rise and Fall of Project Camelot*; *Professing Sociology: The Life Cycle of a Social Science*; and *Foundations of Political Sociology*.

Harry C. Bredemeier, Professor and New Brunswick Chairman of Sociology. B.A., Cincinnati; Ph.D., Columbia. Interest: social theory. Co-author: *Social Problems in America*; and *The Analysis of Social Systems*.

Abraham Bekele, Instructor. Haile Selassie I University; B.A., Rutgers. Interest: African nation-building.

W. Aggrey Brown, Instructor in Political Science and Sociology. B.A., Hamline University, St. Paul, Minn.; Ph.D. Program, Princeton. Interests: political sociology; class, race and politics in the Caribbean. Author: *Theories of Racism and Strategies of New World African Liberation*.

James D. Cockcroft, Associate Professor. A.B. Cornell; M.A., Stanford; Ph.D., Stanford. Interests: sociology of development, the Third World, Latin American society and history. Author: *Intellectual Precursors of the Mexican Revolution*. Co-author: *Dependence and Underdevelopment*.

Lillian Cotto, Instructor. B.A. University of Puerto Rico; M.A., New School for Social Research. Interests: Puerto Rican studies, Roman social history and law.

Guido M. Crocetti, Adjunct Associate Professor. B.S. Ed., Rutgers; Ph.D., Columbia. Interests: labor studies, mental health, community psychiatry, medical sociology, social psychology. Author: *Mental Health Resources in New York City*. Co-author: *Organized Home Medical Care in New York City*; *Stigma, Prejudice and Mental Illness*; *Psychiatric Care Through Collective Bargaining*.

John R. Gillis, Associate Professor of History. A.B., Amherst; Ph.D., Stanford. Interests: European social history and comparative history of youth groups and movements. Author: *The Prussian Bureaucracy in Crisis, 1840-1860*.

Byron Johnson, Instructor. A.B., Occidental; M.A., New School for Social Research. Interests: social stratification, race and ethnicity in America, deviance, the sociology of knowledge.

Dale L. Johnson, Associate Professor. B.A., San Francisco State; M.A., Ph.D., Stanford. Interests: sociology of development, social change, political sociology. Co-author: *Dependence and Underdevelopment*; editor, *Chilean Socialism*.

Celia A. Karch, Instructor. B.A., M.A., University of California, Davis. Interests: social stratification, ethnic and class conflicts, theories of revolution. Author: *Northern Ireland: The Development of a Pre-Revolutionary Society*; *Anglo-Saxon Ethnocentrism: Its Roots and Consequences in Northern Ireland and the Southern United States*.

John C. Leggett, Associate Professor. B.A., M.A., Sociology, M.A., Political Science; Ph.D., University of Michigan. Interests: political sociology, social stratification, the working-class community, race relations. Author: *Class, Race, and Labor*; *Race, Class, and Political Consciousness*; *Economic Insecurity and Working-class Consciousness*.

Simon Marcson, Professor. A.B., M.A., Ph. D., University of Chicago. Interests: sociology of science, organization theory, sociology of industrial sociology. Author: *Utilization Effectiveness: A Review of the Literature on High-Talent Manpower, Scientists in Industry, Career Development of Scientists, The Recruitment of Industrial Scientists, Technical Men in Government*.

Martin Oppenheimer, Associate Professor. B.S., Temple University; M.A., Columbia; Ph.D., University of Pennsylvania. Interests: political sociology, complex organizations, collective behavior, labor studies. Author: *The Urban Guerrilla*; *Research in the White Collar Field*. Co-author: *A Manual for Direct Action*. Editor: *The American Military*.

John C. Pollock, Assistant Professor of Sociology and Political Science. B.A., Swarthmore College; M.P.A., Maxwell School, Syracuse; Ph.D., Stanford. Interests: role socialization, political elites, political development. Author: *Political Elites in Maharashtra*, *Elite Businessmen in Bogota*, *The Violence in Colombia: A Challenge to Political Elites*.

Daniel Mendoza de Arce, Teaching Assistant. B.A., Vasquez Acerado (Montevideo); doctorado faculty of law, University of Montevideo.

David Bellows, Teaching Assistant. B.A., Earlham College, Washington, D.C. Interests: economics and political science.

Henry Frundt, Teaching Assistant. B.A., M.A., St. Louis University. Sociology, Ph.L. St. Louis University.

William Nettles, Teaching Assistant. B.A., Long Island University. Interests: political sociology, urban sociology, race relations.

Theophilus O. Odetola, Teaching Assistant. B.A., University College Ibadan, London; M.A., Western Michigan University. Interests: sociology, geography, education.

Yvonne Ramsey, Teaching Assistant. B.A., Boston University.

Antonio Machado da Silva, Teaching Assistant. B.A., Catholic University of Rio de Janeiro; M.A., Federal University of Rio de Janeiro.

Courses

THE SOCIOLOGY OF STUDENT LIFE (Cr. 4) 02:920:101
Karch

Emphasis on the sensitizing nature of social concepts and the importance of careful research investigation in the effort to understand the student role. The primary goal is to encourage each student to analyze his own social situation.

MINORITY GROUPS IN AMERICAN
SOCIETY (Cr. 4) Spring 02:920:108
Leggett

In this course we will compare the experiences of racial and ethnic groups in American society. We will also focus on the contemporary movements of minorities for greater power in

the society. Attention will be given to the utility of conceptualizing youth as a minority group.

SOCIAL CLASS (Cr. 4) Fall 02:920:111
Leggett

In this course attention will be given to the development of social class in Western society; the relevance of the concept of class will be assessed in terms of understanding contemporary society. We will bring to bear some of the theoretical notions of such thinkers as Marx, C. Wright Mills, and Ralf Dahrendorf.

SOCIAL PROBLEMS AND DEVIANCE (Cr. 4) 02:920:119
Byron Johnson

A review of various theories of social problems, disorganization, and deviance. Selected topics such as juvenile delinquency, prisons, "crimes without victims," and others will be examined and attention will be given to efforts at reforms and solutions, and their political consequences.

SOCIAL MOVEMENTS IN AMERICA (Cr. 4) Fall 02:920:150
Oppenheimer

An analysis of American social movements including populist, working class, and minority movements within the framework of the "sociology of collective behavior." The special character of protest and radicalism in technologically-advanced societies, and the structure of both left and right-wing movements in the contemporary world will also be covered.

MASS COMMUNICATION IN MODERN
SOCIETIES (Cr. 4) Fall 02:920:205
Staff

An analysis of the role of the press, radio and television in the formation of public opinion, tastes, and political consensus

and opposition. Problems of suppression and distortion of news, the meaning of the underground press, and the rise of new forms of communication.

WORLD POPULATION: PROBLEMS, PROSPECTS AND
POLICY (Cr. 4) Fall 02:920:206
Staff

The focus of this course will be on the determinants and consequences of population growth in developing and industrialized countries. Changes in fertility, mortality, and migration will be viewed in relation to changes in the social and political structures of different societies. The past demographic experience of today's industrialized countries will be compared with the present demographic experience of today's developing countries. In this context, we will assess what is problematic about population growth, what the prospects are for the future, and what the implications of present trends are with respect to policy.

THE SOCIOLOGY OF WOMEN (Cr. 4) Spring 02:920:216
Karch

An analysis of the role of women in traditional and modern societies with special emphasis on childhood and socialization, education, occupational and work roles, family, marriage, and parent roles, legal and political status, and movements for civil and personal rights.

DRUGS AND SOCIETY (Cr. 4) 02:920:217
Staff

Theories of drug use, abuse, and addiction, with comparisons and contrasts cross-culturally and historically. The development of a "drug subculture" will be analyzed, and legislative and judicial aspects of the drug issue will also be discussed. A variety of proposed methods of coping with drugs, and their potential consequences for society, will be analyzed. [Not given 1972-73.]

SOCIOLOGY OF EDUCATION (Cr. 4) Spring 02:920:218
Brown

Attention will be given to the functions of school systems in terms of differentially distributing opportunities and perpetuating the integrating myths of a society. We will also focus on the politics of the public school system, attempting to utilize some of the models of community conflict to understand conflict over the schools.

SOCIAL THEORY AND PUBLIC
POLICY (Cr. 4) Spring 02:920:219
Oppenheimer

In this course we shall attempt to determine the extent to which sociological theory can provide guidelines in the formulation, implementation, and evaluation of policies ranging from social welfare to international relations.

INTRODUCTORY SOCIOLOGY (Cr. 4) Fall 02:920:220
Byron Johnson

An introduction to the sociological perspective from case studies of societies, organizations, and social change, with special emphasis on problems of class and race stratification.

INDEPENDENT STUDY A (Cr. 4) Fall, Spring 02:920:223, 224
Staff

Not more than two units of independent study may be taken with a single instructor.

PUERTO RICAN COMMUNITY LIFE Fall 02:920:226
Cotto

An analysis and evaluation of Puerto Rican life, with special emphasis on Puerto Ricans in United States society.

INDUSTRIAL SOCIETY (Cr. 4) Spring 02:920:235
Dale Johnson

Students are introduced to some of the main concepts of social science through examination of some of the principal structural features and problems of modern societies. Special emphasis upon class, power, and social change.

SOCIOLOGY OF OPPRESSION (Cr. 4) Fall 02:920:250
Pollock

The study of commonalities and differences among various oppressed peoples, including Blacks, Jews, women and workers. The purpose of the course will be to attempt to develop a "sociology of oppression." The first part of the course will normally be devoted to the more theoretical, historical and conceptual aspects of oppression, while the second part will be mainly oriented to field research.

INTRODUCTION TO THE SOCIOLOGY OF THE
THIRD WORLD (Cr. 4) Given both semesters 02:920:270
Cockcroft

This course is intended to introduce students to such concepts and processes as development, underdevelopment, and imperialism, and will examine particularly the mutual effects of these processes between Third World areas and the imperial metropolis. Case materials will be drawn from Latin America, Asia, and Africa. The theoretical contributions of "metropolitans" will be compared and contrasted to those of Third World writers.

MEDICINE AND SOCIETY (Cr. 4) Spring 02:920:301
Crocetti

Prerequisites: at least one course in sociology, labor studies or a related field.

The course is addressed to the interrelationship between social and cultural structures, and the patterns of diseases and health that afflict the populations involved. The ways in which the health and medical institutions of an industrial urban society function will be examined.

AFRICAN SOCIALISM (Cr. 4) Spring 02:920:305
Bekele

Socialist ideas may be traced mainly to European sources of the eighteenth and nineteenth centuries. In African Socialism we shall examine the origins and agents of socialism, and African socialism as: (1) a social phenomenon; (2) a political and economic phenomenon; (3) a mythology of unity; and (4) its application in the preceding three categories. We shall also examine its practices as against the claims and the varieties of African socialists.

NATION-BUILDING AND NATIONALISM
(Cr. 4) Fall 02:920:309
Bekele

Nationalism as a reaction against colonial rule may become an ideology of nation-building: (1) as its beginning; (2) how it is used by nationalists to create a nation; (3) its social, political and psychological impact; (4) national disintegration; and (5) political and economic ramifications.

INDUSTRIAL SOCIOLOGY AND
WORK (Cr. 4) Spring 02:920:311
Marcson

Prerequisite: not open to freshmen.

The development of modern society; the division of labor in industry and the nature of work; the formal and informal social organization of industry, including the role of trade unions;

the social controls of industry; and the sources of labor supply.

DEMOGRAPHY OF MINORITY GROUPS IN THE
UNITED STATES (Cr. 4) Spring 02:920:314
Staff

Prerequisite: 02:920:206 or permission of the instructor.

This course will consider the relationship between social and economic factors and demographic factors and how this distinguishes such minority groups as women, Blacks, Spanish-speaking Americans, Jews and Catholics.

COMPLEX ORGANIZATIONS (Cr. 4) Fall 02:920:315
Oppenheimer

The study of formal organizations such as bureaucracies, including case material from the fields of labor, business, education, "total institutions," and politics.

COMPARATIVE ANALYSIS OF
COMMUNITIES (Cr. 4) Given both semesters 02:920:318
Cotto

A comparison of types of communities in preindustrial and industrial societies. Special attention will be given to the social and cultural organization of contemporary urban, suburban, and non-metropolitan types.

SOCIAL PSYCHOLOGY (Cr. 4) Fall 02:920:319
Crocetti

This course will focus on the interplay between the individual personality and various social institutions, with special emphasis on how social institutions shape personality. The institutions to be considered may include broad economic and social systems as well as more circumscribed social structures such as care systems. The personality-social institutions interaction

will be viewed from the perspective of a number of academic disciplines, e.g., psychology, sociology, anthropology, political science.

HIGHER EDUCATION IN THE UNITED
STATES (Cr. 4) 02:920:347
Staff

An attempt to examine the structure and processes of high schools and universities in the United States, focusing on their apparently contradictory though concurrent functions of: (1) preparing and providing credentials to people for productive roles in an already functioning social and economic system; and (2) preparing and providing credentials to people to act in ways that threaten the continued functioning of the existing social and economic system. Special attention will be given to the potential and actual conflicts within the university communities rooted in different ways of using and needing the university among people who are there.

SOCIAL MOVEMENTS AND SOCIAL
CHANGE (Cr. 4) Spring 02:920:363
Pollock

A comparative examination, focusing on 20th-century social-change-oriented movements in both the West and the Third World. Peasant, working-class, middle-class, and elite movements will be examined, with particular attention to the role of ethnicity and the phenomena of cultural and radical nationalisms.

POWER AND CHANGE (Cr. 4) Fall 02:920:380
Dale Johnson

The course will cover four principal topics of "macro-sociology": economy, class structure, and power in the United States; militarism and imperialism; sources of change; and strategies and tactical styles of the white Left in the U.S. The course normally leads into 02:920:481, but can be taken independently.

WORK AND MENTAL HEALTH

02:575:400

(Labor Studies)

SEMINAR IN INDUSTRIALIZATION AND ORGANIZATION (Cr. 4)

Fall 02:920:401

Marcson

This course examines the role of industrialization since the Industrial Revolution and analyzes the present-day impact of industrialization on traditional societies. The course will deal with the following problems: the stability of traditional societies; the impact of industrialization on the social order; the transition to economic growth; economic development and cultural change; modernization and urbanization; technology and social change.

POLITICAL SOCIOLOGY (Cr. 4)

Fall 02:920:402

Horowitz

The course covers: the practical and historical setting of political sociology; the organizational bases of political ideologies; the intersection of social class and political participation in democratic and non-democratic processes; and social levels and forms of political behavior.

CONTEMPORARY INTERNATIONAL DEVELOPMENT

Horowitz

(Cr. 4)

Spring 02:920:403

The course will focus on the Third World of Latin America, Asia and Africa. Topics studied: ruralism-urbanism; classes and races in struggle; industrialism and modernization; militarism and legitimacy; revolution and counterrevolution; and the role of communism and capitalism in the Third World.

SEMINAR IN CONTEMPORARY RACE RELATIONS (Cr. 4)

Fall 02:920:404

Brown

Prerequisites: an introductory course in any 2 social sciences or permission of the instructor.

This course is designed to explore both conceptually and concretely race relations in the New World, *i.e.*, the U.S., Latin America, and the Caribbean. Special emphasis will be placed on Black-White relations in the U.S., with the relations between Euro-Americans and people of color in Latin America providing a comparative perspective. Research emphasis will be at the more theoretical and empirical levels, but students may also undertake evaluative projects on the efforts of individuals, organizations, and governments to combat institutional racism.

SOCIAL SCIENCE AND PUBLIC POLICY
ADVANCED PROBLEMS (Cr. 4)

Fall 02:920:419

Horowitz

Prerequisite: 02:920:219 or formal waiver by the instructor.

An examination of the increasing involvement of social scientists in the formulation and execution of policy making; how social science legitimates policy decisions made on political grounds; how research conclusions are altered in application; the general problem of intellectual freedom and governmental priorities.

CLASS, STATUS AND POWER: ENGLAND
SINCE 1750

02:510:455

Gillis

(History)

THE AMERICAN LABOR MOVEMENT

1945-1970 (Cr. 4)

Fall 02:920:460

Leggett

Prerequisite: background in field of labor, labor history or stratification.

A review of the changing character of American labor, including: the decline of industrial unions and their influence within the larger labor movement; the growth of unions among ethnic groups, e.g., Black hospital workers, Chicano and Filipino agricultural workers; and AFL-CIO participation in the formation and implementation of American policies at home and abroad. The focus of the analysis will be on the growth of consciousness and organization among unionized minorities as compared with the more traditional industrial working class, with a view to future implications.

RESEARCH IN COLONIALISM AND
IMPERIALISM (Cr. 4)

Fall 02:920:470

Cockcroft

Prerequisites: upper level standing and background in social science.

This course is intended to develop collective research teams of students for field investigations of the policies, structures, and socioeconomic implications of certain major social institutions, corporations, government agencies, social work organizations, military and para-military organs, etc. Particular attention will be given to the effects of such institutions on the lives of people in "colonies," both at home and abroad. Research techniques and their refinement in the course of practice will be a significant component of the course.

SEMINAR IN POWER AND CHANGE (Cr. 4)

Dale Johnson

Spring 02:920:481

Prerequisite: 02:920:380 or permission of the instructor.

An examination of the class and power structures of advanced industrial societies in relation to the movement for change. The course examines the structural bases, the strengths, and the weaknesses, of systems of domination in relation to the bases, problems, and possibilities of contemporary reform and revolutionary movements.

DEVELOPMENT AND UNDERDEVELOPMENT (Cr. 4)

Dale Johnson

Fall 02:920:485

Prerequisite: permission of the instructor.

An examination of the structure of underdevelopment and of the principal approaches to development in the social sciences. The course attempts to develop an interdisciplinary perspective by focusing on such topics as: the "development of underdevelopment"; "dependency and imperialism"; "class analysis"; "functionalism and change"; and "political development." [Offered as a graduate seminar in 1972-73.]

THE AMERICAN WORKING CLASS (Cr. 4) Spring 02:920:489

Oppenheimer

Prerequisite: at least junior standing.

Developments among blue and white collar workers and working class movements; emphasis on implications for the American political system. [Offered as a graduate seminar in 1972-73.]

INDEPENDENT STUDY B

Fall, Spring 02:920:495, 496

Staff

Not more than two units of independent study may be taken with a single instructor.

COMPARATIVE SOCIAL SYSTEMS

Spring 02:920:497

Cockcroft

Prerequisite: at least two courses on the Third World, 2 units in sociology, or permission of the instructor.

A seminar examining emerging social systems in Asia, Africa and Latin America, with emphasis on certain common sociological influences: urbanization; technology; ideology; agrarian reform; militarism; markets; and revolution. Extensive utilization of case materials, particularly those lending themselves to cross-cultural comparisons. Constructive debate, particularly with a view to innovations in theory, will be encouraged.

Related Course

QUANTITATIVE METHODS (Psychology)

02:830:215, 216



This is the description of a course from last year's catalogue:

TOPICS IN PRACTICAL POLITICS: CAMPAIGN, 1971

02:975:384

Hartmann

This course is designed to give students a direct experience in political campaigns as participant/observers. Each student will be assigned to the campaign staffs of candidates in political contests. The students will keep daily logs after election day, analyze the results and compare experiences.

This is an unsolicited letter sent to the instructor in that course by a student who had just taken it.

Dear Mr. Hartmann:

For me "Campaigns '71" combined academics and interest, creativity and involvement, practical experience and strategy. It was a course which allowed me to learn without pressure or rigid requirements. I was not forced to think, but allowed to think. I was not buried under work which prevented me from learning--I feel that when you can't step back and look at what you are doing, where you are going with the material assigned, then you are not really learning; you're just memorizing for exams. Then you are not getting that ideal broad education that institutions like Livingston were established to give their students.

I found the course refreshing because of the most important teacher I know of--practical experience. In "Campaigns '71" I planned my work for myself. This forced me to become resourceful.

The candidate I worked with let our group dig our hands into practical politics. We wrote a position letter which was to be sent to voters in his district. We criticized his on-the-air debate with his opponent. We sat down with the candidate and discussed courses of action to be taken about specific issues that cropped up during the campaign. We sat over coffee in the Rio Diner discussing the code of ethics of the State Assembly, where improvements were needed, etc.

I found the candidate I worked with to be a man of strong ideals, and one who lives by them. This perhaps was the greatest influence of all on me--the respect I gained for this man as I worked with him and learned something about real-life politics.

I will be honest and say that this was the easiest course I took this semester. However, for the time out in, I received more than from any other of my courses. I learned things not for an exam, but just to learn, things that I won't forget after the course is over. And that's where it's at, isn't it?

I would like to thank you for the opportunity this course gave me to scratch below the surface of practical politics. Hope to meet with you again.

Mike Feldman



DIVISION OF URBAN STUDIES

It is the intention of this division to provide a framework for the interaction of three groups. They are: (1) social scientists interested in applied analytical research to urban processes. (2) persons interested in goal setting, planning activities and skills; with respect to the development of programs addressed to urban needs; and (3) individuals who are interested in effectuating social change within urban communities. With this in mind, the division operates graduate and undergraduate programs of study within which these three groups may interact. Within this framework the division's departments cooperate in offering graduate and undergraduate students a variety of programs addressed to their needs.

The three cooperating departments within the division are: (1) the Department of Urban Planning and Policy Development; (2) the Department of Urban Studies and Community Development; and (3) the Department of Geography. The specific programs, orientation, and interests of these departments are listed further on in this section of the catalogue.

Faculty

George W. Carey, Professor. Chairman of the Division of Urban Studies. B.A., A.M., Ed.D., Columbia. Author: *Educational and Demographic Factors in the Urban Geography of Washington, D.C.*; *Systems, Model Building and Quantitative*

Methods in Geography; *Linear Programming of Water Transfers in the New York Metropolitan Region*; *Teaching Population Geography*; *Benefits from Integrated Water Management in Urban Areas—the Case of the New York Metropolitan Region*.

Department of Community Development

Hilda A. Hidalgo, Associate Professor. Chairman of the Department of Community Development. B.A., University of Puerto Rico; M.A., Catholic University of America; M.S.W., Smith College; Ph.D., Union Graduate School. Formerly: Director of Groups Work and Tutorial Division, Child Service Association, Newark, New Jersey. Member, National Advisory Council to Cabinet Committee on Equal Opportunity for Spanish Speaking Americans. Author: *Aquí Se Habla Español: The Puerto Ricans in Newark, New Jersey*; *Ay Bendito*; *Ethnic Differences Affecting the Delivery of Rehabilitation Services: The Puerto Ricans*; *Counseling Inner City Adults in Starting Higher Education*.

Jerome L. Aumente, Associate Professor. B.A., Rutgers University; M.S., Columbia University; Nieman Fellow, Harvard University. Formerly: urban affairs writer, *Detroit News*; reporter, *Newark News*. Author: *Urban Challenge*; *Can the Cities Survive?* and numerous articles in *The Nation*, *Editor and Publisher*, *Quill*, *Architectural Forum*, *Think, City*, and *Public Management*.

Michael R. Greenberg, Associate Professor. B.A., Hunter College; M.A., Ph.D., Columbia University. Author: *A Test of Combinations of Models for Civil Division*; *Regional V. Local: Issues in Wastewater Treatment Facility Location*; *A Geographical Systems Analysis of Water Supply Networks of the New York Metropolitan Region*; *Neighborhood Deterioration as a Factor in Intraurban Migration*.

Jerome C. Harris, Instructor and Assistant to the Dean. B.A., Sociology, Rutgers; M.S., Urban Research, Rutgers. Interest: institutional development as it relates to Black Americans in higher education.

Willa Johnson, Instructor. B.S., Hampton Institute. Formerly Assistant Director for Project Management, Durham, North Carolina.

William D. McCullough, Associate Professor. B.S., Rutgers; M.S., Carnegie-Mellon. Formerly: instructor, Tuskegee Institute; operations analyst, Sylvania Electric Products, Inc.

Edward G. Ortiz, Associate Professor. B.A., City College of New York; graduate work, New York University, CUNY. Formerly: Housing and Model Cities Program Coordinator, U.S. Office of Economic Opportunity.

David B. Sachsman, Assistant Professor. B.A., University of Pennsylvania; A.M., Stanford University; Ph.D. (expected 1972), Stanford University. Formerly: Assistant Professor of Journalism, California State College, Hayward. Author: *Media* (jointly); *Media Casebook* (jointly); *Mass Media and the Environment* (contributor); *A Test of "Loading": New Measure of Bias*; *The Adversary Relationship in Academe: A Test*.

Willie J. Smith, Associate Professor. B.S., Bishop College; B.D., Union Theological Seminary; Ph.D. (expected 1972), Union Graduate School. Formerly: Director, Manpower, Career and Development, New York City; Youth Work Director, Washington, D.C. Interest: ideology and the Black revolution.

Robert L. Taliaferro, Assistant Professor. B.A., Wesleyan University; M.P.A., Princeton.

Duncan E. Walton, Associate Professor. B.A., Long Island University; M.A., New York University; Ph.D., Adelphi University. Formerly: faculty member at University of Hartford and Hofstra University. Author: *Counseling Programs for "Disadvantaged Students."*

Department of Urban Planning and Policy Development

Jerome G. Rose, Associate Professor. A.B., Cornell University; J.D., Harvard Law School; Member, New York Bar. Formerly: lecturer on housing and urban renewal at the New School for Social Research; legal adviser to the Citizens' Project. Author: *The Legal Adviser on Home Ownership*; *Legal Points on Buying the Lot for Your Home*; *East, West, Home is Best*.

Richard K. Brail, Assistant Professor. B.A., Rutgers; M.R.P., Ph.D., University of North Carolina. Formerly: Assistant Professor, Center for Urban Studies, University of Chicago. Author: *Is There Method in Madness?*; *Human Activity Systems in Metropolitan U.S.A.*; and *Activity System Investigations: Strategy for Model Design*.

Beverly Dunston, Associate Professor. B.S., Bucknell University; M.N., Yale University School of Nursing; Ed.D., New York University. Author: *Helping the Pregnant Pica Practitioner Through Individual and Group Processes*; *Pica Practice: Its Relationship to Hemoglobin Level and Perinatal Casualties*; *Nursing Research: Its Challenges and Its Opportunities*.

Salah S. M. El Shakhs, Assistant Professor. B.S., Architecture, Cairo; M.C.P., Ph.D., Harvard. Formerly: Director of General Planning, Greater Cairo Metropolitan Planning Commission; Lecturer in urban planning, Cairo and Alexandria Universities; planner, the Public Corporation for Housing and Urban Development, U.A.R., consultant to the Architects' Collaborative, Cambridge; Tufts-New England Medical Center, Boston. Author: *Development, Primacy, and the Structure of Cities*; *Urban Development in the U.A.R.*, *Bridging the Gap: The Case for Regional Planning*, *National Factors in the Urban Development, Cairo, U.A.R.*

Susan S. Fainstein, Assistant Professor. A.B., Radcliffe College; A.M., Boston University; Ph.D., Massachusetts Institute

of Technology. Research Associate, Center for Policy Research, N.Y. Institute for Community Studies, Queens College. Associate Editor: *International Organization*. Author: *Urban Planning and Political Value*; *The Political Evaluation of Educational Policies*; *American Urban Policy: A Critique*; and *Movement for Community Control of Schools in New York City*. Editor: *Urban Social Policy and the Politics of Change*.

Brent B. Friedlander, Associate Professor. B.A., M.C.P., Yale; Ph.D., Columbia. Formerly: Planner, Harrison Ballard and Allen; planner, New Haven, Connecticut, Redevelopment Agency. Author: *Planning Cities for a Free Society*; *Traffic Factors in the Regional City* (jointly); *Characteristics and Problems of Urban Renewal Programs in Northeastern New Jersey* (jointly); and *Planning and Community Appearance* (contributor).

George Hagevik, Assistant Professor. B.A., M.A., University of Washington; M.R.P., Ph.D., University of North Carolina. Formerly: planner, Puget Sound Governmental Conference, Puget Sound Regional Transportation Study, King County Planning Department, Seattle, Washington. Author: *Decision Processes in Air Pollution Control*; *Legislating for Air Quality Management Reducing Theory to Practice*; *Urban Environmental Quality Management: Status and Prospect*; *Planning for Environmental Quality*.

Thomas B. Hartmann, Lecturer. B.A., Princeton. Formerly: Assistant to the Commissioner, New Jersey Department of Community Affairs; staff member, Governor's Select Commission on Civil Disorder; Associate Director, New Jersey Office of Economic Opportunity; Deputy Director, The North Carolina Fund.

James W. Hughes, Instructor. B.S., M.C.R.P., Rutgers University; Ph.D. (pending), Rutgers University. Author: *Systems and Planning Theory* (jointly); *Housing Costs and Housing Constraints* (jointly); *Leisure Market Studies* (jointly); *Equifinality*

in Major Urban Metropolitan Systems: A Cross Cultural Factor Analytic Study.

Donald A. Krueckeberg, Associate Professor. B.S., Michigan State University; M.C.P., Ph.D., University of Pennsylvania. Author: *Some Mutual Developments in Budget Planning and Citizen Participation*; *A Multivariate Analysis of Metropolitan Planning*; *Planning Behavior Remodeled*.

Helen Icken Safa, Associate Professor. B.A., Cornell University; M.A., Ph.D., Columbia University. Formerly: Senior Research Associate, Youth Development Center, Syracuse University; Consultant, Inter-American Housing Center; Consultant, Research Office, Urban Renewal and Housing Administration, Puerto Rico; Consultant, Research Office, New York State Division of Housing. Author: *From Shanty Town to Public Housing*; *The Female-Based Household in Public Housing*; *The Social Isolation of the Urban Poor*; *The Matri-focal Family in the Black Ghetto*; *Education, Modernization, & National Integration*; *Puerto Rican Adaption to the Urban Milieu*; *The Poor Are Like Everyone Else*, Oscar.

Norman Williams, Jr., Professor. B.A., Yale; Graduate Research Scholar, Cambridge; L.L.B., Yale. Currently: Visiting Professor of Law, Rutgers. Formerly: Executive Director, New Jersey Governor's Advisory Commission on Transportation; Director, Division of Planning and Chief of Master Planning Office, New York City; Systems Analyst, Plan for Rezoning New York. Editor: *Zoning and Planning Notes*, *American City Magazine*; *The Structure of Urban Zoning*.

Baruch Boxer, Professor and Chairman of the Department of Geography. A.B., Cornell University; M.A., Ph.D., University of Chicago. Interests: urban and cultural geography, environmental perception, China and Chinese society. Author: *Space Change and Feng-shui in Tsuen Wan's Urbanization*.

Robert A. Obudho, Instructor. B.S., State University of New York at Albany, Dipl. in Education, University of Nairobi; M.A. and Ph.D. candidate, Rutgers University. Interests: urbanization, city and regional planning, demography and African geography.

Department of Community Development

This department provides a variety of interdisciplinary learning opportunities for undergraduate students who wish to prepare themselves for leadership and effective action in urban communities and for those who contemplate working or living in urban settings.

All courses within the department are designed to help students:

- (1) deepen their knowledge and understanding of broad patterns and principles that affect the structure and quality of urban life;
- (2) increase their skills in identifying, analyzing and dealing effectively with complex interrelated problems of contemporary urban communities—specifically problems related to: city planning, communications, economics, education, health, housing, politics and government, social service, and transportation; and
- (3) expand their awareness of the opportunities and qualifications for satisfying action careers in urban settings, e.g., community organizations, social service, program development, careers in public service.

Majors in Community Development

Students who choose to major in community development will normally be expected to complete 52 credit hours in courses related to community development. These 52 credit

hours will consist of 32 credit hours in core courses and 20 credit hours in an "area of concentration." All majors are expected to complete the following core courses:

—Introduction to Community Development*	4 credits
—Internship in Community Development**	20 credits
—Senior Seminar in Community Development	8 credits
<hr/>	
Total	32 credits

Each "area of concentration" has assigned faculty advisers to help the students plan their programs. Faculty advisers in specific "areas of concentration" can authorize substitution of those courses required as part of the 20 credit hours in their "area of concentration." Areas of concentration for department majors include the following:

- communications (see page 187)
- economics (see page 191)
- education (see page 192)
- health (see page 193)
- housing (see page 194)
- politics and government (see page 196)
- social service (see page 197)
- transportation (see page 199)
- city planning (see page 197)

The focus of the departmental offerings is on a combination of problem analysis, program skills and actual field experience.

Students with prior extensive and/or intensive experience in community development and public service may receive academic credit for their past experience. Prior experience is an activity which took place prior to a student's matriculation

*With the approval of the department adviser and the department chairman, other courses may be substituted for this requirement.

**With the approval of the department adviser and department chairman, prior work experience may be substituted for this requirement.

at Livingston College or during a leave of absence from the college of one year or more. The student must be able to document the activity as being a substantive learning experience in order to have the activity evaluated for credit.

The determination of credit for prior experience is essentially a process of faculty review. Credit for prior experience is granted for the knowledge which a student has gained through prior experience, not for the experience itself. Departmental guidelines outlining the process and evidence required to obtain credit for past work experience are available to students through their departmental adviser.

Majors in urban studies and community development are urged also to major in another department or program that complements their career goal of leadership and effective action in urban communities. They are also encouraged to study intensive conversational Spanish.

Upon graduation, a major in community development is qualified to pursue a career of leadership and effective action in the field of public service in urban communities. In addition, the student will have a foundation helpful in seeking graduate degrees in the professions of: urban planning, social work, law, and counseling.

Courses

FOR ALL STUDENTS

Students interested in learning about contemporary problems in urban environments, but who do not wish to major in community development, are urged to enroll in *College Courses*. In addition, the following courses offered to community development majors will also meet the needs and purposes of non-majors interested in understanding the dynamics of the city and urban life:

INTRODUCTION TO URBAN STUDIES 02:975:101

MASS MEDIA, COMMUNICATIONS AND URBAN LIFE	02:975:271, 272
URBAN ECONOMICS	02:975:281, 282
DEVELOPMENT AND CHANGE—CARIBBEAN	02:975:303
COMMUNITY AND MUNICIPAL RELATIONS IN URBAN AREAS	02:975:321
POLITICS OF URBAN SOCIAL SERVICES	02:975:348
PUERTO RICAN LIFE-STYLES AND THE AMERICAN URBAN EXPERIENCE	02:975:408

Community Development Majors

All community development majors are required to complete the following courses:

INTRODUCTION TO COMMUNITY DEVELOPMENT (Cr. 4) Given both semesters 02:975:101*
Smith

This course describes and documents the crisis of the cities as a central fact of American life today. The changing role of the city from pioneering America to the modern industrial metropolis is reviewed to gain an historical perspective on present-day problems. Students are exposed to the vocational options and areas of concentration in urban community development, and to the methods of analysis applicable to the study of urban problems. Proposed solutions to the crisis of the cities ranging from administrative changes to major revolutionary changes are examined.

INTERNSHIP IN COMMUNITY DEVELOPMENT (Cr. 20)
Staff Given both semesters 02:975:393, 394
Prerequisites: completion of Introduction to Community Devel-

opment or its equivalent; junior status; completion of a minimum of three courses of those required by the student's chosen area of concentration, or equivalency; approval of the departmental adviser; preregistration for internship 5 months before internship experience is to begin and filing of Request For Internship in Community Development (available through departmental adviser).

An actual full-time work experience for students in their area of concentration. The work situation will offer ample opportunity to apply and test theoretical concepts mastered in previous courses. Interns will be exposed to the problems and realities faced by professionals in the field of community development. Weekly seminars with fellow interns placed in different agencies and representing different areas of concentration will facilitate the student's understanding of the gestalt of urban problems. Regular conferences between the individual student, the faculty intern supervisor and the placement supervisor will promote maximum opportunity for individual growth and learning and facilitate the meeting of individual needs. Internships may be available in different cities and states. Based on individual need and availability, some internships may pay stipends or help defray student expenses. Letters of evaluation by the faculty supervisor and the placement supervisor will become part of the student's permanent record and will be made available to future employers.

SENIOR SEMINAR IN COMMUNITY DEVELOPMENT (Cr. 8)

Given both semesters 02:975:493, 494
Hidalgo, Taliaferro and Staff

In collaboration with the faculty, students will identify and study in depth one problem of the urban phenomena they wish to explore on the basis of an examination of their particular interests, values, educational experience and career plans. The course is designed to aid students in acquiring the additional skills and knowledge relevant to their particular post-

graduate careers. An editorial committee composed of faculty and students will select the best research or essays in urban phenomena to be published in the department's annual journal: *Journal of Community Development*. Course requirements may be completed in one semester or extended to two semesters.

Areas of Concentration in Community Development

All majors in community development must choose an area of concentration. The student must complete at least five courses of those offered in his chosen area of concentration. Some areas of concentration require specific courses. When this is the case, such courses are clearly identified under each area of concentration. Advisers can authorize a substitution of courses to meet this requirement.

URBAN COMMUNICATIONS CONCENTRATION

Department advisers: Aumente and Sachsman

The urban communications sequence combines theoretical, analytical and practical skills with urban studies and community development systems. The goal: an innovative, more effective and equitable flow of information in urban society, and distribution of the means of communication to a greater segment of society. The framework has local, state, regional and national dimensions. The central cities, suburbs and rural fringe areas of our metropolitan centers provide the field resource for study, research and community service. Traditional mass communications in all media forms, mini-communications systems, new alternate media and information systems, and emphasis on innovation and multidisciplinary work characterize the urban communications offerings.

Students may: (1) pursue work leading toward communications careers; (2) apply their communications knowledge and skills to related career objectives; or (3) include their work in a composite of a well-rounded liberal arts experience. Faculty advisers in the urban communications sequence will assist students in developing any of the three approaches, and have additional information available. Students are also encouraged to develop combined study programs between urban communications and the School of Human Communications (formerly the Journalism School at Rutgers). Courses in both areas will increasingly be inter-related.

Those who wish to develop a communications concentration within the department major should plan on taking five courses in the sequence besides the department's general requirements for all majors. Two courses should be at the introductory 200-level, and the three others should be a combination of theoretical and skills courses drawn from the communications concentration. Students will also be able to fashion a communications internship of one semester away from the campus. The introductory courses will increasingly become a prerequisite for more advanced courses, workshops, seminars, independent study and internships, and students are strongly advised to include them in their freshman and sophomore years.

THE URBAN COMMUNICATIONS TEACHING AND RESEARCH CENTER

Director: Jerome L. Aumente

The center will be housed in new studio facilities and offices within the Division of Urban Studies and Community Development, and has both college and university-wide relationships. It encourages a wholly innovative approach to communications systems in urban society, consolidating course offerings, independent study, internships, community service and research on the undergraduate and graduate levels.

The center has completed a special media and minorities training project. With a variety of public and private funds it

is engaged in various projects including: the creation of alternate communication centers in New Jersey communities; development of environmental documentation techniques; the teaching of communications at the high school level; and extensive research and community service in community antenna or cable television (CATV); public broadcasting and traditional mass communications outlets as they relate to urban communications needs in our metropolitan centers.

The center is an integral part of the Livingston college-wide communications program now in formation, and has close ties with various departments and branches of the university, and outside public and private groups. Its major interests include: communications as they relate to minority concerns; Spanish bilingual information systems; media monitoring and criticism; alternate media forms; educational media development in the schools, adult education and external degree programs; mid-career training for journalists and media specialists from the public and private sector; CATV, public and commercial broadcasting; and information systems relating to community development, planning, transportation, the schools, health, housing, government, legislative and regulatory agencies, the environment, interpersonal and inter-group relations in urban society.

The following two courses are an essential introduction to the field for students at all levels, but especially for underclassmen who plan to do more advanced work or major in the field:

MASS MEDIA, COMMUNICATIONS AND URBAN

LIFE (Cr. 4, 4)

Fall, Spring 02:975:271, 272

Sachsman

A study of traditional mass media: newspapers; magazines; books; advertising; television; radio and film—as well as alternate media: the underground press; community-controlled media; and innovative message-sending, through drama, music and the visual arts. Urban communications in various forms from interpersonal contact to master plans, citizen

boards or special presidential study commissions will be analyzed. Objectives: solid grounding in urban communications and mass media; the development of critical instincts in the formation consumer; and analysis of the impact of information on urban society in terms of social, political, governmental, cultural, economic, educational and environmental concerns. Lectures, special presentations and guests. (Freshmen may take this course.)

WRITING SKILLS FOR THE URBAN STUDIES

MAJOR (Cr. 4, 4) Fall, Spring 02:975:273, 274
Aumente and Sachsman

Prerequisite: permission of the instructors.

An intensive workshop, either in tutorial or small seminar arrangement, for majors who wish to improve basic writing skills in order to communicate better in their chosen field. Students must submit samples of their present writing, and be prepared to undertake extensive writing assignments.

TELEVISION, RADIO AND FILM IN URBAN SOCIETY (Cr. 4)

Aumente Spring 02:975:276

Examination of television, radio and film as they relate to urban society on key urban issues; social relations; civil and human rights; race relations; education; the environment; community and metropolitan development; politics; government; citizen participation; and cultural interests. Faculty is drawn from several disciplines. Lectures, workshops, film screenings, and film study will examine the history, development, production techniques, and the social, cultural and political power of audio-visual media. Issues such as political image-making, community control of media, alternate media, cable TV, public broadcasting, media monitoring criticism and FCC license challenges as they relate to urban society will be reviewed. (Freshmen may take this course.)

The following courses are for students who wish to engage in more specialized study in the communications field:

MASS MEDIA AND GOVERNMENT IN AMERICA (Cr. 4)

Sachsman Spring 02:975:278

An examination of the relationship between the mass media and government with emphasis on the role of the press as a critic of the government, and on government control of the media. This course examines the roles played by the press in shaping executive, legislative, and judicial decisions on the local, state, and national levels, and examines the roles played by government in controlling the actions of the mass media. The course deals specifically with contemporary problems and places emphasis on the effects of the press-government relationship on the general public and particularly on urban society. (Offered in alternate years, the spring before national elections. Leads into Mass Media, Communications and Elections. Freshmen may take this course.)

MASS COMMUNICATIONS WORKSHOP IN THE
METROPOLIS (Cr. 4, 4) Fall, Spring 02:975:370, 371
Aumente

Prerequisite: permission of the instructor.

Students working individually or in teams will undertake research and community action field work in urban communications and mass media (print, broadcast, film, the fine arts, music, etc.) in the central city, suburbs, or metropolitan regions. Students will be encouraged to develop projects in cooperation with the faculty. They will meet periodically to analyze and share their experiences. Opportunities for field work include: public and educational broadcasting; cable TV; print and broadcast needs of community groups such as Model Cities; suburban action groups concerned with the environment, fair housing, drugs, etc.; health education, youth, ethnic and working class needs. Students may link projects with related studies or other courses.

MASS MEDIA, COMMUNICATIONS AND ELECTIONS (Cr. 4)
Sachsman Fall 02:975:379

An examination of the role of the mass media in the American electoral process and the power of interpersonal and mass communications to affect voting behavior. The course deals specifically with such topics as: communications and attitude change; political news coverage; political advertising; and mass media election and post-election coverage. Direct attention is given to the ongoing election campaigns, and student research and/or field work is oriented towards the role of the media in the ongoing election campaigns. (Offered in alternate even-numbered, national election years.)

SEMINAR IN COMMUNICATIONS, MASS MEDIA AND
URBAN POLICY (Cr. 4, 4) Fall, Spring 02:975:471, 472
Sachsman

A seminar which analyzes the impact of communications and mass media on urban policy. Working individually and as a research team, the seminar members will undertake field work, readings and conferences with guests to explore selected urban issues in such areas as: race relations, politics, government, community development, cultural, educational and environmental issues. Objective: improve present urban communications and create new, more relevant approaches whether the item is a commission, study, memo or the offerings of a television network.

SPECIAL TOPICS IN URBAN STUDIES

Staff Fall, Spring 02:975:398, 399
Fall, Spring 02:975:498, 499

Prerequisite: permission of the adviser.

Section 07 is reserved for communications work.

TELEVISION PRODUCTION (Cr. 4, 4)
Durand and Aumente Fall, Spring 02:975:375, 376

Prerequisite: permission of the instructors.

Designed primarily for communications majors and others who will use communications skills in their careers. A television production workshop using the facilities of the Instructional Television Studios. The course will emphasize hands-on skills in all phases of television production, direction, program development and use of television production facilities. The workshop will include production of a specific program within the urban communications field.

VIDEO COMMUNICATIONS WORKSHOP (Cr. 4, 4)

Aumente and Staff Fall, Spring 02:975:373, 374

Prerequisite: permission of the instructors.

A workshop for communications majors and others who will apply communications skills to related careers in the urban field. The workshop will examine in-studio production techniques, program development, research and production. There will be attention paid to video-taping techniques using portable equipment and in-studio equipment, especially as they apply to information needs in the urban metropolis. Students will participate in joint production projects, with CATV (community antenna television) public and commercial broadcasting as potential outlets. Alternate communications centers will also be examined in the community.

ENVIRONMENTAL DOCUMENTATION

Aumente and Newman

Prerequisite: permission of the instructors.

A project to develop techniques of documenting urban, sub-urban and rural environments, and to link the documentation to community action. Video-taping, photography, sound recording, object collection, place analysis and exhibition techniques will be studied. Students must be prepared to devote one full day in class and to undertake extensive field work. They will register for two courses: Mass Communications Workshop in the Metropolis (02:975:371,372) and Place (02:080:118). (Two-semester sequence: Fall, Spring.)

URBAN ECONOMICS CONCENTRATION

Departmental advisers: Greenberg and McCullough

The urban economics concentration has two major concerns: (1) policies, theories and methods for studying the economy of cities; and (2) the application of theories to the solution of contemporary urban problems. Economics and politics have a close interrelationship; therefore a student in community development will find a dual concentration in urban economics and politics and government extremely beneficial. Required courses for community development majors in the urban economics concentration are:

BASIC METHODS OF ANALYSIS—URBAN AND
COMMUNITY DEVELOPMENT (Cr. 4)

02:975:205

URBAN ECONOMICS (Cr. 4, 4)

02:975:281 and 282

URBAN APPLICATIONS OF QUANTITATIVE
METHODS (Cr. 4)

02:975:307

and one additional course chosen from another department but related to the field of economics. (The department advisers will guide students in the selection of this additional course.)

BASIC METHODS OF ANALYSIS—URBAN AND
COMMUNITY DEVELOPMENT (Cr. 4)

McCullough

Fall and Spring 02:975:205

The course is concerned with both qualitative and quantitative methods of analysis applicable to the study and resolution of urban and community problems. Topics covered include: survey methodology; data requirements; sampling processes; data presentation, analysis and interpretation;

data collection methods; development and selection of alternatives; probability; inference and estimating methods; cost effectiveness and program scheduling.

This course is required for the following areas of concentration: city planning, education, health, social services, housing, transportation, economics.

URBAN ECONOMICS (Cr. 4, 4)

Greenberg Fall and Spring 02:975:281, 282

A survey of topics concerned with the economic health of cities: population migration, the formation of ghettos, urban retailing, the economic base of cities, and conflict. *Fall: 281*—focus on population movement and land use in metropolitan regions; *Spring: 282*—emphasis on the economic base of cities. In both courses, field work will be used in conjunction with lectures and readings to develop a practical understanding of how to examine these phenomena.

URBAN APPLICATIONS OF QUANTITATIVE METHODS (Cr. 4)

McCullough Spring 02:975:307

The application of analytical models to urban planning and development will be illustrated. Topics considered include: population projection models; location and travel behavior; traffic, transportation, income, and employment analysis. Highly recommended for students planning graduate studies.

Related Courses

CAPITALISM, SOCIALISM, AND MIXED ECONOMIES

02:090:226*

WORK IN CONTEMPORARY SOCIETY	02:090:113, 114*
CONTEMPORARY ECONOMIC ISSUES	02:220:105*
MONOPOLY, COMPETITION, AND PUBLIC POLICY	02:220:107*
PUBLIC FINANCE	02:220:360
STATE AND LOCAL PUBLIC FINANCE	02:220:361
LABOR ECONOMICS	02:220:304
THE ECONOMY OF PUERTO RICO	02:220:210
THE POLITICAL ECONOMY OF AFRICA	02:220:228
THE POLITICAL ECONOMY OF THE AMERICAN GHETTO	02:090:227
CONTEMPORARY ECONOMIC IDEOLOGIES	02:090:210
URBAN AND REGIONAL ECONOMICS	02:220:330
ECONOMICS OF THE ENVIRONMENT	02:220:332
ECONOMICS OF DISCRIMINATION	02:220:357
THE ECONOMICS OF PLANNING	02:220:420
PROBLEMS OF DEVELOPMENT IN EMERGING NATIONS	02:220:370

EDUCATION CONCENTRATION

Department adviser: Clark

Education is one of the key systems operating in the urban environment. The quality of urban life is greatly determined by the quality of its educational system. Students choosing education as their area of concentration will acquire basic skills and knowledge that will enable them to develop innovative programs in education answering specific community needs and involving community residents. Formal and informal systems will be considered.

Students choosing education as their area of concentration are strongly urged also to major in urban teacher education as a complementary field.

Required courses for community development majors in the education concentration are:

EDUCATIONAL SYSTEMS AND THE URBAN ENVIRONMENT (Cr. 4) Given both semesters 02:975:220
Clark and Johnson

Critical examination of elementary, secondary, and higher education institutions serving the ghetto. Analysis of educational legislation and its effects on the urban poor, as well as of the local, state and federal governments in relation to education for this group. Also included will be an analysis of current issues in urban education.

OVERVIEW OF URBAN EDUCATIONAL ADMINISTRATION (Cr. 4) Spring 02:975:222
Clark

Exploration in some depth of various problems resulting from the dilemma of economic and administrative efficiency vs. community and parent participation in the educational process:

BASIC METHODS OF ANALYSIS—URBAN AND COMMUNITY DEVELOPMENT 02:975:205

One of the following:

PROGRAM, DEVELOPMENT, RESEARCH AND EVALUATION 02:975:209

HUMAN ENCOUNTER AND PUBLIC SERVICE 02:975:244

GROUP DYNAMICS AND PUBLIC SERVICE 02:975:356

HEALTH CONCENTRATION

Department advisers: Dunston, Carey and Hidalgo

The major concern of the health concentration in the Department of Community Development is the creation of comprehensive health systems geared to serve the needs of urban communities. The interrelationship of health to the environment as well as to the delivery of health services is emphasized.

Students are strongly urged also to complete the requirements demanded of the physicians associate program or a second major in biology or another health-related field.

Required courses for community development majors in the concentration of health in urban environment are:

BASIC METHODS OF ANALYSIS—URBAN AND COMMUNITY DEVELOPMENT (Cr. 4)
McCullough Fall and Spring 02:975:205

Any four of the following:

DYNAMICS OF COMMUNITY HEALTH (Cr. 4)
Dunston Fall 02:975:238

The introductory course is one which focuses on the dimensions of the health-illness continuum. Topics presented: basic knowledge and understanding of health, mortality indices; health and community concepts; issues and emerging trends in health areas; current level of knowledge and emerging needs.

HUMAN HEALTH IN URBAN ENVIRONMENTS (Cr. 4)
Carey Fall 02:975:231

This is an introduction to basic quantitative methods of study-

ing the distribution of causally related factors and characteristics of the population. Concepts and techniques of urban ecology necessary to understand environmental, demographic, social and psychological effects on health and the incidence and prevalence of disease are explored.

HUMAN HEALTH IN URBAN ENVIRONMENTS (Cr. 4)

Dunston

Spring 02:975:232

Prerequisite: 02:975:231.

Primarily a field experience in selected health and community agencies. An examination of major health problems in urban communities in relation to contemporary sociocultural, political and economic systems will be conducted. Content and field experience will focus on: defining and evaluating urban health resources, delivery of health services, structure and organization of selected health institutions and agencies; and health attitudes and practices of inner city residents. In addition, attention will be given to policy formation, decision making, and the role of citizen participation.

(02:975:231 and 02:975:232 are prerequisites for internship in the health concentration.)

*MENTAL HEALTH IN URBAN ENVIRONMENTS (Cr. 4, 4)

Hidalgo and Walton

Fall and Spring 02:975:235-236

An introduction to the major theoretical orientations in mental health and their relation to the condition of poverty of the urban ghetto resident. Special attention will be given to the disadvantaged child, to nonverbal behavior, and the present state of knowledge about mental health in an untreated urban population. Field station experiments. (Not open to freshmen.)

ENVIRONMENTAL POLLUTION AND PUBLIC

POLICY (Cr. 4)

Spring 02:975:332*

Hagevik

Although technical and scientific aspects of environmental pollution are reviewed in this course, primary emphasis is given to administrative, political, economic and legal considerations in environmental quality management. Topics covered include: air and water pollution; solid waste disposal; and noise control. Game situations, field trips within the immediate geographical area and various types of student participation will complement formal classroom lectures.

ADMINISTRATIVE ASPECTS OF URBAN HEALTH (Cr. 4)

Staff (by arrangement)

02:975:333

From a functional definition of various kinds of urban health, the multiplicity of present administrative arrangements for these are discussed. Ways of improving the coherence and efficiency of health administration are discussed, with special reference to the Model Cities framework.

Related Courses

MEDICINE AND SOCIETY

02:920:301

HOUSING CONCENTRATION

Department advisers: Ortiz and Rose

A major problem of urban life is providing adequate housing for the residents of America's urban centers. The deterioration of a significant percentage of the housing stock in many cities has created a problem of increased importance for federal, state and municipal governments as well as for the private sector. A basic understanding of the issues in the housing area is important for all community development majors, and

a major concentration in housing will provide the opportunity to develop the basic skills and program knowledge to those who might want to make housing a career choice. It also will provide a good background for those wishing to do graduate work in urban planning or in some associated profession. Emphasis in this concentration will be placed upon the development of a capability to evaluate critically the issues in urban housing and the existing programs proposed as solutions. Field experiences will be emphasized.

Department advisers will be available to help students develop a program of study which will effectively meet their career goals.

Required courses for the housing concentration: five of the following six courses:

BASIC METHODS OF ANALYSIS—URBAN AND
COMMUNITY DEVELOPMENT 02:975:205
McCullough

LEGAL FOUNDATIONS OF URBAN PLANNING 02:975:405
Rose

INTRODUCTION TO URBAN HOUSING (Cr. 4)

Ortiz

Fall 02:975:250

This course will provide the beginning student in housing with the understanding of some of the major issues in urban housing and the historical, economic and social factors which affect housing today. Various types of housing will be discussed as well as the political and bureaucratic dimensions of housing decision-making. This course should also provide to the non-housing concentration students a broad understanding of the importance of housing issues to other areas of study and of work.

THE DYNAMICS OF URBAN HOUSING (Cr. 4, 4)

Ortiz and Rose

Spring 02:975:254

This course is designed to develop in the student a broad-based understanding of the housing crisis pervasive in urban areas within this region. Initial emphasis will be placed on the understanding of the underlying social, economic and political factors which are relevant to the condition of housing in cities. Population, poverty level, and ethnic factors will be analyzed in the light of their relevance to housing. A study of existing housing programs and their effectiveness will be made, with emphasis on existing or projected programs in New Jersey cities. Programs discussed will include those in the Public Housing, Subsidized Housing, Model Cities and Urban Renewal categories. The role of building codes, zoning regulations, and union regulations will be discussed. Housing bureaucracies will be studied and visited with the purpose of increasing the student's awareness of the problems facing existing governmental and non-governmental structures in meeting the need for better housing. The emphasis throughout will be on the underlying economic and political factors which influence the capacity of existing institutions to meet the challenge of the urban housing crises.

ADVANCED PROBLEMS OF HOUSING AND URBAN
RENEWAL (Cr. 4) Spring 02:975:454
Rose

Analysis and evaluation of the urban renewal program and its effect upon the residents displaced thereby. Particular attention will be given to the problems and alternate methods of providing a decent home in a suitable living environment for residents of deteriorating urban areas.

GOVERNMENT AND POLITICS CONCENTRATION
Department advisers: Hartmann and Fainstein

The Department of Community Development in cooperation with the Department of Political Science offers a variety of programs in the fields of government and practical politics. It is strongly recommended that students in this area of concentration also major in political science where there are many directly and indirectly related courses available to students. This area of concentration combined with a major in political science offers excellent preparation for students interested in going on to law school. Courses required of students concentrating in politics and government are:

POLITICS OF URBAN CHANGE (Cr. 4) Fall 02:790:217
Fainstein

Examination of the effects of power structure, size of political jurisdiction, and bureaucratization on governmental outputs at the local level. Evaluation of various strategies—as vehicles for change, including planning and community control.

INTERNSHIPS IN PRACTICAL POLITICS (Cr. 4-20)
Hartmann Fall and Spring 02:975:384, 385

There are several levels of opportunities for students in the political internship program. For example, those wishing to gain 4 credits in the fall semester will be placed in local area political campaigns. They will work for 10-12 hours per week for the campaign. After election day, the students will meet weekly to compare campaigns and election results. They will also write analyses of the campaigns. Students wishing 20 credits will be required to spend the entire semester working on a political project probably outside of the state. In the spring of 1972, 26 students are working in voter registration projects and primary campaigns in Illinois, Florida, Iowa, South Dakota, Texas, New Hampshire, and North Carolina. During the fall, full-time interns will be working in election campaigns. The students use their room and board money to provide for their expenses while away from the campus. When possible, sponsors are asked to provide transportation money and modest stipends. The 4-credit program for the spring semester will offer opportunities in local and state government projects and agencies as well as volunteer-type political activities. The same rules as in the fall program are followed. In all cases, students are encouraged to select their own placements. The program is completely bipartisan in nature and is designed to offer experiential learning in the political arena as part of a student's total formal education.

The concentrator must also take two additional courses in the area of politics chosen in consultation with the adviser.

SOCIAL SERVICE—PUBLIC SERVICE CONCENTRATION

Department adviser: Hidalgo

The social service-public service sequence combines theoretical, analytical and practical skills which will enable the student to serve in one of the many service careers. Skills helpful in solving group conflicts and skills useful in communicating effectively with individuals around the delivery of service are emphasized. In addition, the course prepares students to develop programs and models conducive to the delivery of social services.

Students who pursue social service-public service as an area of concentration are strongly urged also to major in a complementary field that will benefit their career plans. This concentration offers a good background for students interested in pursuing graduate education in the fields of law, social work, and social planning.

Required courses for this concentration are:

BASIC METHODS OF URBAN ANALYSIS—URBAN AND COMMUNITY DEVELOPMENT (Cr. 4)

McCullough Fall and Spring 02:975:205

MENTAL HEALTH IN URBAN ENVIRONMENTS (Cr. 4)

Hidalgo and Walton Fall and Spring 02:975:235, 236*

HUMAN ENCOUNTER AND PUBLIC SERVICE (Cr. 4)

Hidalgo Spring 02:975:244

A study of bureaucracy and its effect on the person who delivers the service and on the recipient of the service. Exercises to sensitize the student to the feelings of others in the dynamics of a service situation. Study of interviewing

techniques and principles, together with an opportunity for students to practice by conducting an extensive number of interviews in different settings and circumstances. Role-playing will be used as a way of helping students gain insights and experience in the complex conflict situations frequently experienced by public servants. Field station experiment. A good preparation for internship.

GROUP DYNAMICS AND PUBLIC SERVICE (Cr. 4)

Hidalgo Spring 02:975:356

Purpose: to develop an understanding of basic psychosocial dynamics theory, especially geared to understanding and resolving conflict situations in communities. Case study method and laboratory situations will be used in presenting the course content. Observation of actual conflict situations involving public projects or programs in adjacent communities will be integrated into the course content. Laboratory observations will be discussed and analyzed in class discussion.

CITY PLANNING CONCENTRATION

Department adviser: Rose

The city planning concentration is concerned with providing the theoretical and basic analytical background needed for entry-level careers in city planning. In addition, the city planning concentration offers a sound preparation for pursuing graduate studies in: urban planning and law-planning. Students are required to complete five courses from the following selection.

URBAN PROBLEMS, POLICIES AND PLANNING (Cr. 3)

Staff Fall 02:970:301

Introduction to the interrelated social, economic, and physical problems of urban communities. Overview of housing, transportation, commerce, industry, education, recreation, air and water pollution, and police and fire protection. Exploration of planning and policy development approaches in each of these problem areas.

Livingston Students (Cr. 4)***

02:975:305

and practical objectives upon the planned forms of cities and regions.

BASIC METHODS OF URBAN PLANNING (Cr. 3)

Staff

Spring 02:970:302

Livingston Students (Cr. 4)***

02:975:306

Methods of planning: problem, definition, research, analysis, policy formulation, programming and decision making. Elementary exercises in applying planning approaches to problems, emphasizing data sources, analysis interpretation of information, and the formulation of coherent proposals for defined urban areas.

THEORY AND TECHNIQUES OF URBAN AND REGIONAL PLANNING (Cr. 3)

Staff

Spring 02:970:312

Livingston Students (Cr. 4)***

02:975:316, 317

An introduction to modern planning theories and techniques relating to urban and metropolitan development. Purposes and objectives of modern plans and planning. Techniques of plan preparation, presentation and implementation. The effect of modern technology upon planning methods, objectives, and physical form.

BASIC METHODS OF ANALYSIS—URBAN AND COMMUNITY DEVELOPMENT (Cr. 4)

McCullough

Fall and Spring 02:975:205

PLANNING AND POLICY DEVELOPMENT METHODS (Cr. 3, 3)

Staff

Fall, Spring 02:970:401, 402

Prerequisite: 02:970:301, 302 or permission of the instructor.

Plan development, programming and implementation. The studio method will be used in applying planning methods to problems of development and redevelopment in nearby areas. Field work and training in physical design will be included.

HISTORY OF PLANNED URBAN DEVELOPMENT (Cr. 3)

Friedlander

Fall 02:970:311

Livingston Students (Cr. 4)***

02:975:315

Historical development of urban forms, primarily in the western world. Fundamental physical relationships and aesthetic features as related to social, economic, and geographic conditions. Influences of utopian ideas, early planning concepts

LEGAL FOUNDATIONS OF URBAN PLANNING (Cr. 3)

Rose

Fall 02:970:403

This course is designed to provide students of planning with a survey of the major legal principles involved in the planning process. Zoning, subdivision, housing and urban renewal, eminent domain and comparative land use systems are used as the subject matter of the course to introduce principles of constitutional law, administrative law and the law of contracts, property, torts, and procedure.

***Livingston students will register for these courses under the Livingston College course number (975). They will receive four credits for the course and will be required to do additional work.

**SPECIAL PROBLEMS IN PLANNING AND POLICY
DEVELOPMENT (Cr. 4)**

Spring 02:975:404

Friedlander

A seminar in special problems in urban planning and policy development dealing with advanced approaches to specific urban problems and their solutions. Emphasis will be on group discussion and on original field and library research by students.

TRANSPORTATION CONCENTRATION

Department adviser: Brail

The transportation system is an important component of modern life—the transportation sector links activities located in space so that society can carry forth the necessary network of interactions required for its functioning. In studying the transportation system one needs to know not only about highways, railways, and vehicles, but also about how people use the system and how transportation relates to other functional areas, such as health, housing, jobs and education. A program of study in transportation begins with a basic course. Then, in the other courses in related fields and independent study, the participant builds a firm understanding of the current status of the transportation sectors and of the potential for the future. Required courses for this concentration are:

**BASIC METHODS OF ANALYSIS—URBAN AND
COMMUNITY DEVELOPMENT (Cr. 4)**

McCullough Fall and Spring 02:975:205

**URBAN APPLICATION OF QUANTITATIVE
METHODS (Cr. 4)**

02:975:307

**ISSUES IN URBAN AND METROPOLITAN
TRANSPORTATION (Cr. 4, 4)**

Hughes Fall and Spring 02:975:261, 262

Examination of the impacts of systems of facilities and vehicles for moving people and freight within local urban communities and particularly at the metropolitan scale. Related examination of public subsidies involved. Elementary technical notions of trip generation and of investment criteria for public transportation in urban communities. One of these two:

SPECIAL TOPICS IN URBAN STUDIES (Cr. 4)

Fall and Spring 02:975:298, 299 (section 6)

Fall and Spring 02:975:498, 499 (section 6)

(Individual studies in selected transportation topics.)

Additional Departmental Courses

These courses have not been described under any of the areas of concentration in the department. With the consent of the departmental adviser, they can be used as substitutes for courses required by the different areas of concentration. The courses cover a wide range of interests and are geared to help students gain understanding of urban facets, increase specific skills, expand their awareness of career opportunities and/or enrich their area of concentration.

PROGRAM DEVELOPMENT, RESEARCH AND
EVALUATION (Cr. 4) Fall and Spring 02:975:209, 210
McCullough

The objective is to give students the rudiments in methods of analysis, problem solving and program development. The students will explore methods of logic, qualitative, and quantitative analysis. The main focus of the course is twofold: (1) students will be exposed to methods of research immediately applicable to studies in this and other divisions; and (2) students will learn the methods and principles of program development and proposal writing.

DEVELOPMENT AND CHANGE IN THE CARIBBEAN (Cr. 4)
Safa Fall 02:975:303

This course will cover the areas of Black settlement in the Western Hemisphere, including the Caribbean, northeastern Brazil, and the American south. These areas will be compared in terms of their common history of slavery, colonialism, and plantation agriculture, and the impact will be traced of this historical background on present-day patterns of social organization, race relations, and political and economic developments. The unique multi-racial, multiethnic nature of Caribbean society will be viewed within the framework of cultural pluralism, stressing the differing adaptation of Black people to varying social situations in the New World.

COMMUNITY AND MUNICIPAL RELATIONS IN
URBAN AREAS (Cr. 4) Fall 02:975:311
Staff

This course examines the variety of problems presently facing municipal governments in responding to the needs of the changing communities in cities. Emphasis is placed on the forces—economic, social and political—which shape these needs and which determine the capacity of city governments to respond effectively to them. The socioeconomic and cultural factors which are crucial to the understanding of urban communities are analyzed in depth with specific emphasis given to the ethnic communities presently existing in New Jersey cities. Citizen participation, community control and bureaucratic decentralization are topics of crucial importance in New Jersey as examples.

STRATEGIES FOR CHANGE IN MUNICIPAL
GOVERNMENT (Cr. 4) Spring 02:975:312
Ortiz

This course will examine the crisis of municipal government in the United States today. Underlying structural factors, along with economic and political forces, which crucially affect this crisis will be analyzed. The different models of reform (e.g., decentralization) will be studied in detail. Emphasis will be placed on the differing bureaucratic and political strategies presently considered necessary for significant change if municipal governmental effectiveness is to take place. The case study method will be used to help students understand the dynamics of institutional change and the varied roles existing institutions play in the process.

URBAN DEVELOPMENT IN THIRD WORLD
CITIES (Cr. 4)

Spring 02:975:314

El Shakhs

Overview of the physical, economic, political and social characteristics of metropolitan and megalopolitan urbanized areas in a number of different parts of the world, each in national and international perspective.

POLITICS OF URBAN SOCIAL SERVICES (Cr. 4)

Fainstein

Spring 02:975:348

A study of the relationship between clients and bureaucracies and the politics of bureaucratic reform. Special emphasis on the effects of urban social services (schools, police, welfare, etc.) on the poor.

PLANNED SOCIAL CHANGE (Cr. 4)

Safa

Fall 02:975:404

This course will attempt to analyze the sociocultural factors that influence the process of modernization and development, particularly in the Third World. Following a general introduction to the theories of cultural change there will be an attempt to deal with health, housing, urbanization, and rural development. Comparisons will be made between efforts in the United States and those in developing areas.

PUERTO RICAN LIFE-STYLES AND THE AMERICAN
URBAN EXPERIENCE (Cr. 4)

Hidalgo and Staff

Spring; even years 02:975:409

Prerequisites: permission of the instructor and demonstrated knowledge of Spanish.

Study of Puerto Rican life-styles along a three-generation dimension of Puerto Ricans migrating to and living in the urban areas of the continental United States. The aim is to provide an understanding of traditional and current ways of life and the resulting conflicts due to confrontation with the American experience. Field station experiments. This course is helpful for students planning to enter public service careers.

SPECIAL TOPICS IN URBAN STUDIES (Cr. 4, 4)

02:975:298, 299

02:975:398, 399

02:975:498, 499

01 GENERAL METHOD AND GOVERNMENT

02 EDUCATION

03 HEALTH

04 SOCIAL SERVICES

05 HOUSING

06 TRANSPORTATION

07 COMMUNICATIONS

08 ECONOMY

09 OTHER SYSTEMS

Prerequisite: student must have completed Introduction to Urban Studies or its equivalent.

Students will be allowed a maximum of 8 credits or two semesters of Special Topics in Urban Studies. Students will identify specific urban concerns and develop appropriate questions they wish to pursue through individual and/or group study.

Student must get a faculty sponsor to guide and supervise his learning effort.

Complete and file with the Department of Community Development the form for independent studies.

Department of Geography

Geography is broadly concerned with describing and analyzing many of the processes that govern man's physical and behavioral involvement with the natural environment. It assumes, as well, that an inherent logic and order underlies the locational distribution and spatial patterning of man's activities over the face of the earth, a logic which is reflected in distinctive landscape configurations. The geography curriculum at Livingston offers theoretical perspectives on the nature and significance of these spatial configurations, along with in-depth consideration of specific problems arising from human insensitivity to environmental limitations and constraints.

A major in geography can serve two main purposes:

- (1) It can provide a common perspective for studying many interrelated, multidisciplinary problems: urban studies (including comparative urbanization, community development, urban ecology, locational analysis, and regional economics); environmental perception; Afro-American, African, Asian, Latin American and Caribbean studies; natural resource management; and locational aspects of health-care planning. To this end, the department maintains a cooperative arrangement on course offerings with the departments of art, psychology, history, and philosophy, and with programs in Afro-American, African, and Asian studies. The department is continuing to strengthen its ties with other departments in the college.
- (2) It can provide a carefully-designed program of preparatory study for students who may wish to become professional geographers. Geography is a growing field with increasing opportunities for employment in state and federal government, high schools and college teaching, and in the business and industrial community.

As a new department, geography is flexible in its major requirements and especially responsive to the interests and requirements of individual students. Thirty-two credits in geography and related courses (as approved by the department chairman) are the minimum requirement for a major in geography.

Courses

GEOGRAPHY OF CULTURE AND DEVELOPMENT (Cr. 4)

Staff

Spring 02:450:250

An introduction to the relationship between man's utilization of the environment and such social variables as population size and distribution, and such cultural variables as technology, resource perception, religions, and political attitudes. Patterns of development are viewed in Africa, the Caribbean, Latin America, Asia, Anglo-America and Europe, in relation to types of cultural impact on the earth as man's home, and the secular world-wide thrust to urbanization is underscored.

URBANIZATION AND REGIONAL DEVELOPMENT
IN AFRICA (Cr. 4)

Fall 02:450:391

Obudho

A study of the origin, development, distribution and regional variation of cities with special emphasis on the role of the geographer in urban planning and regional development in Africa.

URBAN GEOGRAPHY (Cr. 4)

02:450:394

Staff

An introduction to the geographic study of cities and urban systems. Theories of internal city structure and urban-regional growth will be considered, and urban spatial patterns and processes will be examined.

GEOGRAPHICAL ANALYSIS OF THE HUMAN
ENVIRONMENT (Cr. 4)

Spring 02:450:416

Staff

The development of geographic thought; changing approaches to the study of location and area; the place of geography in the social sciences; geography and the study of man-environment systems.

DEMOGRAPHY IN AFRICA (Cr. 4)

Spring 02:450:490

Obudho

This lecture and discussion course will analyze variations in the spatial structure of Africa's population. Special attention will be given to historical factors bearing on demographic change; the role of demographic knowledge in economic and

social planning; problems resulting from variations in census-taking procedures from country to country; and the structure and trends of internal migration.

Related Courses

URBAN ECOLOGY (College Course)

02:090:103

CHINA: LANDSCAPE, EVOLUTION AND
CHANGE (College Course)

02:090:340

PERCEPTION (College Course)

02:090:410



URBAN TEACHER EDUCATION

The Department of Urban Teacher Education has accepted as its mandate the necessity of preparing teachers to deal effectively with the economic, social, cultural and educational realities of urban areas. Within the context of this emphasis, the department seeks to assist students in clarifying their own career goals; developing their own teaching style; understanding the urban environment within which they will function and, finally, acquiring knowledge about how children grow, learn and interact in order to develop and complement an effective academic plan.

The program, currently structured around four major areas, is described below. It is recommended that students follow the sequence suggested.

Overview and Analysis of Urban Education. Students will examine the cultural pattern of the various groups which make up the society. They will observe the administrative structures which have emerged to support the educational process in order that the school—its political, philosophical, and social purposes—can be seen in relationship to the larger society as part of a structure of conflicting and competing systems whose internal changes affect all other subsystems. It is recommended that students take courses in this area first, since they will give the student a framework within which to view the problems and possibilities

of schools and an early opportunity to decide whether a teaching career represents an appropriate occupational choice.

Child Development, Learning Theory and Group Dynamics. Students will have an opportunity to study children of different ages and sequences of intellectual and social development, for such considerations are basic to developing an exciting and effective curriculum. At this time, students should also begin to take courses in language arts; mathematics; science; the teaching of reading; art; music; and drama in order to develop competencies in the subject areas normally taught in elementary schools. Those students, desiring to teach grades K-12 in specific subject areas, should explore courses in a major subject area which they would be interested in teaching; they should also take a course, as well, in Reading at the Secondary School Level.

It is believed that study in these areas will best prepare students for the third year emphasis in program development.

Program Development. How can the issues which emerge out of the urban environment and which daily confront children and adults alike be translated into curriculum ideas and materials in language arts, reading, social studies, math and science? The student will learn to develop a program which builds upon the child's life.

Internship, Senior Project and Senior Seminar. Throughout the four-year period, students will be involved in field experiences. The fourth year, however, emphasizes intensive teaching experience. The senior seminar, which accompanies the internship, provides the student with the opportunity for self-evaluation, further study of techniques in classroom management and the discussion of specific classroom problems. Through the senior project, the student will research and or develop a project which will effectively serve as a vehicle for reviewing, refining and synthesizing skills already learned.

The number of courses to be taken within the course areas is based upon an individual student's competency and past experience. Since Livingston has primary responsibility for recommending a student for certification, the college is most concerned that students demonstrate competencies. Diagnostic exercises, to be given over the four-year period, will be used to assess a student's progress in achieving these broad-based competencies in teaching, planning and evaluation. It is clear that no one course will enable a student to demonstrate such competencies. They require synthesizing on the student's part and careful direction from the adviser to develop these composite skills. These exercises, in combination with a student's academic performance, should provide the adviser with information which will serve as one basis for planning the student's course of study. Where gaps

and weaknesses in various teaching and academic skills are revealed, these should be met through additional courses and/or field experiences. On the reverse side of the coin, demonstrated competency within a particular area would indicate that further course work is not required.

Finally, it should be mentioned that with respect to a double major, elementary education students may take, but are not required to take, a major in another department, although it is believed that to do so will increase their career options. Students interested in subject certification (K-12), on the other hand, must complete a major in another subject field. As of September 1973, the department will grant subject certification (K-12) only in the following fields: English, history, social studies and biology.

Courses Considered Central to the Urban Teacher Education Program. The following courses are considered to be basic to the preparation of teachers, at this time, and should, for the most part, be reflected in the student's program.

Students* intending to pursue a certificate in *Elementary Education*:

Overview and Analysis of Urban Education. Two courses should be taken, one of which will look at the realities of the urban school system and

*Juniors and seniors will be required to meet with advisers in the Urban Teacher Education Department before completing registration for the fall term.

one of which will focus on the minority groups living in urban centers.

Aims of Education. One course. Either Introduction to Philosophy of Education, Cultural Implications of Education, or Education in American Society.

Child Development, Learning Theory and Group Dynamics. One course in educational psychology; and one course in child development.

Courses in Skill and Content Areas. Two courses in science, two courses in math, two courses in reading, one course in language arts, and one course in social studies.

Program Development. Two courses in curriculum. Seniors will take both sections of Curriculum and the Inner City. Juniors will take only one course in curriculum as of Spring, 1973.

Student Teaching/Senior Seminar.

Senior Project.

Students* intending to pursue a Subject Certificate (K-12):

Overview and Analysis of Urban Education. Two courses should be taken, one of which will look at the realities of the urban school system and one of which will focus on the minority groups living in urban centers.

Aims of Education. One course. Either Introduction to Philosophy of Education, Cultural Implications of Education, or Education in American Society.

Child Development, Learning Theory and Group Dynamics. One course in Educational Psychology, and one course in adolescent or child development, that choice based on the age group the student intends to teach.

Courses in Skill and Content Areas. Reading in the Secondary School.

Program Development. One course: Educational Survival Techniques II.

Student Teaching/Senior Seminar.

Senior Project.

Faculty

Bernard L. Charles, Professor and Dean of Academic Affairs. A.A., Bergen Junior College; B.A., Fisk University; M.S., Yeshiva University. Interest: training teachers in the areas of emotional and social maladjustment with a major emphasis on working in urban centers. Author: 1969, 1970 *Revisions To The Master Plan of the Board of Higher Education for the City University of New York*; three volumes.

Donald L. Clark, Associate Professor. B.S., Cheyney State College; M.S., Glassboro State College. Associate Executive Director, New Jersey Urban Schools Development Council.

Edward Hecht, Assistant Professor and Assistant Dean. A.B., Ohio University; M.Ed., National Teachers Corps, Temple University. Interests: white racism, urban education. Author: of "One Curriculum for All?" and "Guidance Program for a Ghetto High School."

Janet Hecht, Instructor. B.A., Michigan State; M. Ed., Temple University. Interests: affect in the classroom; group interactions teaching methods; learning disabilities in the urban centers. Co-author: *"An Affect of Curriculum, Philadelphia Public School System."*

Spenser Jameson, Adjunct Professor. B.A., City College of New York; M.A., New York City University. Interest: training teachers in the area of juvenile delinquency with a major emphasis on working in urban centers.

Martin Johnson, Assistant Professor. B.S., Morris College; M.Ed., University of Georgia; Ed.D., University of Georgia. Interest: the development of curriculum materials, particularly in the areas of math and science, which can be used in the classroom. Co-author: "Operations," working paper, "Research and Development Center in Educational Stimulation, the University of Georgia." Consultant: mathematics texts, Houghton-Mifflin Publishing Company.

Thelma G. Johnson, Assistant Professor. B.R.E., Philathea College, Ontario; Ed.D. candidate, University of Massachusetts. Interests: systemic impact of the urban ghetto environment on the schools. Democratic County Committee; Harlem Parents Committee; and Community Teachers Association. Author: "The Public Education System of New York: Here Are Some Facts"; "Black Women and the Women's Liberation Movement," "An Argument for Community Control"; "Negro Upgrading in Employment and Psychology and How It Militates Against Blacks."

Arlene Mantell, Assistant Professor. A.B., University of California, Berkeley; M.A.T., Brown University, Ph.D., New York University. Interest: curriculum development in the urban elementary school, with emphasis on the language arts. Author: "An Assessment of Two Curriculum Strategies for Increasing Bidialectal Proficiency of Non-Standard Dialect in the Fifth Grade in the New York Metropolitan Area."

Jacob J. M. Ndlovu, Assistant Professor. B.D., Princeton Theological Seminary; Ph.D. candidate, Rutgers. Interest: the examination of educational issues and questions from philosophical, sociological and anthropological perspectives; Council of Churches; the Zimbabwe Liberation Movement; Executive Board of the Society for Educational Reconstruction.

James Swalm, Assistant Professor. B.A., Trenton College; M.Ed., Rutgers; Ph.D., Rutgers. Interest: training teachers in reading in the urban elementary and secondary schools. Author: "Speed Reading in the Elementary School"; "Using Communications as Part of Secondary Reading Instruction"; "The Effectiveness of Speed Reading Procedures for Elementary Students." Co-author: "A New Approach for Teaching Special Admit College Freshmen."

Mary Elizabeth Taylor, Instructor and Assistant to the Dean. A.B., Mount Holyoke. Interests: teacher preparation, early childhood education in urban settings.

Henry Bernhardt, Associate in Teacher Education. Principal: Highland Park Hamilton School.

Catherine Bol, Associate in Teacher Education. Team Leader; Montgomery Township, Orchard Road School.

James A. Kemple, Associate in Teacher Education. Superintendent of Schools; South Brunswick Public Schools.

Edgar McCoy, Associate in Teacher Education. Teacher/Supervisor: Montgomery High School.

Lawrence Snow, Associate in Teacher Education. Principal: Highland Park Lafayette School.

Priscilla Utne, Associate in Teacher Education. Acting Principal: Robert Morris School #3, South Bound Brook.

Courses

PUBLIC LAW AND EDUCATION (Cr. 2)

Staff Given both semesters 02:300:116

This course will explore: the legal powers and duties of the educational structure; and the rights and responsibilities of school personnel, parents and students. Emphasis is placed on the issue of community control of schools.

CONTEMPORARY ISSUES IN EDUCATION (Cr. 4)

T. Johnson Given both semester 02:300:150

This course is an examination of such current educational issues as: state financing of school districts; desegregation in the south; the free school lunch program; new federal and state appropriations for education; decentralization; year-round schools; differential staffing; and community control. These issues will be analyzed in terms of the inner city and the poor.

INTRODUCTION TO PHILOSOPHY OF

OF EDUCATION (Cr. 4) Given both semesters 02:300:180
Ndlovu

An introductory course aimed at bringing students to examine different philosophies as they relate to education. Both the traditional as well as innovative philosophical postulates on reality, knowledge, and approaches to education will be dealt with.

EDUCATIONAL ANTHROPOLOGY (Cr. 4) Fall 02:300:193
Ndlovu

An overview course introducing students to the basic concepts

of anthropology and culture in relation to education, defining and analyzing culture both at a general and specific level. The course will examine various cultural groups within and outside the American society. Processes of enculturation, acculturation, cultural change will be dealt with.

THE PROCESS OF TEACHING READING IN THE URBAN ELEMENTARY SCHOOL (Cr. 4)

Swalm Given both semesters 02:300:206

Prerequisite: sophomore standing or higher.

Designed for future teachers, the course will first acquaint them with the process of learning to read and then how this process is transmitted into the teaching of reading at the elementary level. Students will examine and use those materials that are currently available for teaching reading in urban schools. Concurrently, students will observe selected children and help them develop their reading skills.

EDUCATIONAL SURVIVAL TECHNIQUES I (Cr. 4)

Jameson Fall 02:300:215

Student workshop to explore and analyze the survival skills needed by pupils and teachers in an anachronistic urban school setting in order to be able to "survive with dignity" until meaningful change can take place. It is hoped that this analysis and explanation will provoke students to examine the survival skills college students themselves may need to survive in their current educational endeavors.

EDUCATIONAL SURVIVAL TECHNIQUES II (Cr. 4)

Jameson Spring 02:300:230

Students will be involved in developing techniques and cur-

ricula that will help urban secondary pupils to "survive with dignity." Emphasis will be placed on relating the "learning process" to the needs and interests of the pupils.

ART EDUCATION WORKSHOP (Cr. 4, 4)

Schaeffer Fall, Spring 02:300:216, 217

Prerequisite: permission of the instructor.

Students will run an art program in the New Brunswick community and attend a weekly seminar session to discuss and solve issues and problems that arise; explore the use of materials; and design art activities. Emphasis is placed on first-hand experience in teaching and the role of the school in the community.

THE PROCESS OF TEACHING READING IN THE URBAN SECONDARY SCHOOL (Cr. 4)

Staff	Given both semesters	02:300:224
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Prerequisite: sophomore standing or higher.

This course is designed for students who will become teachers in urban junior and senior high schools. The course emphasizes the reading process and its relationship to particular subject areas taught at the secondary level. The course will also cover such topics as: materials available for the improvement of reading skills; grading the difficulty level of books used in class; and determining students' reading abilities. A lab experience is included.

EDUCATIONAL PSYCHOLOGY (Cr. 4)

Staff	Given both semesters	02:300:281
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The course will focus on the variables which affect classroom

learning. It will emphasize learning: factors that hinder and facilitate it; the nature of the learner; and the ways and means by which the learning environment may be adapted to suit the needs and interests of the learner.

MODERN MATHEMATICS FOR ELEMENTARY SCHOOL
TEACHERS (Cr. 4) Given both semesters 02:

TEACHERS (Cr. 4) Given both semesters 02:300:253
M. Johnson

This course is designed to provide the elementary teacher with the background necessary to teach mathematics in the elementary school. The course will include: an introduction to basic concepts of set theory; numeration systems; the real number system and its subsystems; elementary number theory; and topics in geometry.

TECHNIQUES OF TEACHING MATHEMATICS IN ELEMENTARY SCHOOL (Cr. 4)

M. Johnson	Given both semesters	02:300:250
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This course is designed to acquaint prospective elementary teachers with a variety of ways of structuring mathematical learning situations and guiding the learning activities of elementary children. The course will also investigate methods of teaching and materials that seem promising in elementary schools.

TECHNIQUES, MATERIALS AND APPROACHES:
LANGUAGE ARTS IN THE URBAN SCHOOL (Cr. 4) 02:300:240

Mantell and Hecht

This course, which will span grades K-12, will focus on methods, materials and curriculum strategies currently used in language arts programs in urban schools. Particular emphasis will be placed on activities which will stimulate the teaching of oral expression, writing, and reading.

DIAGNOSTICS AND REMEDIATION OF READING PROBLEMS (Cr. 4) Fall, Spring 02:300:261, 262
Swalm

This course is designed to help students develop further skills in teaching reading. It will concentrate on procedures used to diagnose and remediate reading problems both in and outside of the classroom. Students will also study the reading skills taught in elementary school in considerable depth. A lab period involving tutoring of disabled readers is required of all students.

EXTERNAL SERVICES AND THEIR IMPACT ON THE URBAN POOR SCHOOL I (Cr. 4) Fall 02:300:289

Johnson, T.

Prerequisite: permission of the instructor.

This course will explore and analyze systems which affect the inner city child and teacher such as: welfare, city planning, health, employment, housing census and communications. Students will look at these systems from the initiation of federal legislation to the actual delivery of services to the inner city.

EXTERNAL SERVICES AND THEIR IMPACT ON THE URBAN POOR SCHOOL II (Cr. 4)

T. Johnson Given both semesters 02:300:290

Prerequisite: permission of the instructor.

This is a continuation of External Services and Their Impact on the Urban Poor School. Students will use the base line data accumulated during the first semester to develop theoretical designs which bring about effective delivery of services to the inner city child.

TECHNIQUES IN TEACHING SCIENCE IN THE ELEMENTARY SCHOOL (Cr. 4)

Staff Given both semesters 02:300:311

Examines the aims and development of science education in the primary school. Analyzes the various sciences taught in

the primary school. Approximately half of the course is devoted to methods used in these courses; the demonstration laboratory; project methods; use of visual aids; and field trips.

TECHNIQUES IN TEACHING SOCIAL STUDIES IN THE ELEMENTARY SCHOOL (Cr. 4)

Staff Given both semesters 02:400:346

This course is designed for students without any previous teaching experience. It will prepare students to use various methods and materials for teaching social studies in urban elementary schools.

CURRICULUM AND THE INNER CITY (Cr. 4)

Given both semesters 02:300:374
(Language Arts/Social Studies/Reading)

Mantell

Prerequisite: permission of the instructor.

It is the purpose of this course to assist students in the synthesizing of previous knowledge gained with respect to: the relationship between school and the larger society, learning, and the aims of education in order to develop an effective educational program. It is, therefore, expected that, at the conclusion of the course, students will be able to demonstrate that they can develop a program which will build from the experiences, perceptions and present attainments of the learner; that they can formulate and state objectives, select materials appropriate to the development and illumination of a particular idea, decide upon a sequence of presentation of these materials and specify how these materials will be used.

CURRICULUM AND THE INNER CITY

(Math/Science) (Cr. 4) Fall 02:300:375

M. Johnson

Prerequisite: permission of the instructor.

This course will focus on the development of math and science curricula within the urban environment. In this pro-

cess, the student will utilize and integrate his knowledge of community resources, math and science content, and the learning characteristics of inner-city children in the development of program ideas.

TOPICS IN PHILOSOPHY OF EDUCATION (Cr. 4)

Ndlovu Spring 02:300:320

Prerequisite: 02:300:180

An advanced course designed to give students an opportunity, and to assist them, to, analyze critically educational issues and institutions from a philosophical standpoint, and to formulate their own philosophy of education.

CULTURAL IMPLICATIONS OF EDUCATION (Cr. 4)

Ndlovu Spring 02:300:364

Prerequisite: 02:300:193.

An advanced course designed to assist students in making a critical analysis from the perspective of both educational literature and educational institutions and processes, with an emphasis on the sociocultural aspects. Special emphasis will be placed on the American scene, with its multiplicity of ethnic groups.

STUDENT TEACHING (Cr. 8)

Staff Given both semesters 02:300:487

Prerequisites: student teaching should be done near or at the end of a student's preparation in education.

During student teaching students will assume, under the direction of the cooperating teacher, the responsibilities of a regular classroom teacher. At this time they will be given the

opportunity to develop and implement many of the principles and processes discussed in their educational program. Students will also be required to take the Senior Seminar while they are student teaching. Permission must be obtained from the Livingston director of student teaching a year before student teaching is to take place.

SENIOR SEMINAR (Cr. 4) Given both semesters 02:300:494 Staff

Focus is on the problems which occur in the classroom and on alternative ways of solving them. To be taken in conjunction with student teaching and/or internship.

INDEPENDENT STUDY (Cr. 1-4) Fall, Spring 02:300:495, 496 Staff

Intended for education majors who wish to pursue a project or who wish to study further a topic not covered already in a formal course. Topic and requirements to be determined individually with the supervising instructor. Any student planning to enroll in this course must secure an adviser in the education department and file an independent study project proposal with the education department during the semester prior to actual undertaking of work for credit.

INDEPENDENT STUDY—PRIOR WORK EXPERIENCE (Cr. by arrangement)

Staff Given both semesters 02:300:497

Students with substantive prior experience in government, business, community development, health services, education and other relevant fields may be granted academic credit toward the degree based on evaluation of their work by the faculty. The application forms can be obtained in the urban teacher education office.

PROGRAM OPTIONS

Liberal Arts Program

Livingston offers a wide variety of departmental and interdisciplinary programs which are described in detail in the preceding section. Under the Federated College Plan, Livingston students may also register for liberal arts courses given by Rutgers, Douglass, and Cook Colleges. The following majors are available to Livingston students through intercollege registration:

American Studies
Chemistry
Classics
Latin
Food Science
Geology
Greek
Hebraic Studies
Italian

Journalism
Dramatic Art
Latin-American Studies
Mathematics
Physics
Portuguese
Religion
Russian Studies

Students must fulfill the Rutgers, Douglass or Cook College requirements for majors at those colleges.

Agricultural and Environmental Programs

The College of Agriculture and Environmental Science, occupying a campus of 850 acres, has been in existence since 1864 under the provisions of the Morrill Act which designated Rutgers the Land-Grant College in New Jersey.

The Livingston College faculty, in cooperation with the faculty of agriculture and environmental science, offers students programs which provide a liberal education and specialized professional training so they may qualify for graduate study or for career opportunities related to agriculture and use of the environment. In the past, about five per cent of such graduates have become producers of agricultural commodities, fifty per cent have pursued graduate study, and the balance have been employed by private business concerns and government agencies.

The College of Agriculture and Environmental Science offers Bachelor of Science degree programs in: environmental science; agricultural science; plant science; animal science; food science; chemical and cell biology; agricultural, business and resource economics; landscape architecture; and forestry and wildlife biology. In addition, a five-year curriculum in biological and agricultural engineering is offered, leading to two Bachelor of Science degrees: one from the College of Agriculture and Science; and the other from the College of Engineering. Full details of available programs of study may be found in the brochure "The Undergraduate Programs of the College of Agriculture and Environmental Science."

The College of Engineering, founded in 1864, has added a new Engineering Center on the University Heights Campus adjacent to the Kilmer Campus. This four-building complex, with the original Queen's Campus Engineering Plant, provides facilities and equipment for both the undergraduate and graduate programs.

*Engineering
Programs*

The College of Engineering offers the degree of Bachelor of Science in: agricultural engineering; ceramic engineering; ceramic science; chemical engineering; civil engineering; electrical engineering; industrial engineering; mechanical engineering; and applied sciences in engineering

Also, five-year curricula are offered leading to the two degrees of B.A. and B.S. in all of the major engineering fields (except agricultural engineering where a five-year program leads to two B.S. degrees). In each five-year B.A.-B.S. program, the sequence includes all the courses in the corresponding four-year curriculum plus additional courses in liberal arts and science to meet the requirements for the Bachelor of Arts degree.

Full details of available programs of study may be found in the College of Engineering Bulletin.

*Pharmacy
Program*

The College of Pharmacy, founded in 1892 as the New Jersey College of

Pharmacy and incorporated into the university in 1927, is located in a new building on the University Heights Campus. This new location provides modern facilities and equipment for both undergraduate and graduate programs.

The five-year curriculum in pharmacy leads to the Bachelor of Science degree and provides a liberal and professional education which prepares graduates for a wide variety of careers. In the past, approximately sixty per cent of the college's graduates have become community or hospital pharmacists, and the remainder have selected careers in pharmaceutical journalism, advertising, industry, wholesaling, selling, research, or organizational work. Between fifteen and twenty per cent have pursued graduate study in pharmacy or a related field.

Full details of the program of study will be found in the College of Pharmacy Bulletin.

*Preprofessional
Programs*

A variety of courses of study are available at Livingston College to provide excellent preparation for further professional education in teaching, medicine, dentistry, law, library service, and social work. While most of these fields allow considerable flexibility in the undergraduate preparation they require, students should bear in mind the general requirements and specific prerequisites for graduate and professional education.

*Graduate Study
and
Teaching*

Graduate Study and College Teaching. Many Livingston graduates will go on to seek graduate degrees in the field of their major interest. A strong undergraduate record and the recommendations of undergraduate teachers are prerequisite to entrance in most graduate schools. A knowledge of one foreign language for the master's degree and of two for the doctor's degree is usually required of a graduate student. Early in their careers, students should seek guidance from departmental advisers concerning graduate school requirements for their fields of interest. Students are encouraged to consider the possibilities of a career in college teaching. Graduate study in the major field is a prerequisite.

Primary and Secondary School Teaching. The Urban Teacher Education Program leading to certification for public school teaching is described in the preceding section of the catalogue.

Medicine. A joint committee of the Rutgers Medical School and Livingston College is currently discussing the development of a modern and flexible program of pre-medical education. Students should note the following minimum entrance requirements which the Association of American Medical Colleges has prescribed for medical schools of their membership:

Medicine

biology	8 credits
chemistry, general inorganic	8 credits
chemistry, organic	4 credits
literature	6 credits
physics	8 credits

In addition, most medical schools require knowledge of a foreign language, a year of college-level mathematics, and additional work in the sciences.

Students from Livingston College who are majoring in chemistry at Rutgers College may need a year's course in biology. This requirement may be met by taking: Fundamentals of Biology (02:120:103) and the Fundamentals of Biology Laboratory (02:120:104) or any one of the following: Concepts of Zoology (02:120:210); Biology of Vertebrate Animals (02:120:211); or Problems in Population and Environment (02:090:126). Under some conditions, Foundations in Biological Science (02:120:111-112) will meet the one-year course requirement. The advice of a member of the Department of Biology should be sought if there are questions regarding the selection of these courses.

Mathematics prerequisites for physics courses at Rutgers College should be carefully noted. Students should determine early in their careers the specific admission requirements of schools in which they are interested and must face the fact that admission to medical school is highly competitive. Rarely are students accepted when they have met only the minimum

requirements. Interested students are urged to consult advisers in the Department of Biology.

*Other Health
Professions*

Other Health Professions. Programs for the new field of Physician's Associates and for Medical Technology are described under Department of Biology. Programs for urban environmental health, for psychiatric associates and for hospital administrators are planned to begin in 1972-1973.

Dentistry

Dentistry. Most dental schools now urge students to prepare with the broadest possible curriculum. The minimum entrance requirements for dental schools as prescribed by the American Dental Association are identical with those listed for medical schools in the section above except for the course in mathematics; in the case of exceptional students formal credit in biology and physics may be waived. The program of any department of the college which permits a student to meet these basic requirements is acceptable to dental schools. Students must realize, however, that admission to dental schools is competitive and that the completion of minimum requirements does not assure acceptance. Early in their undergraduate careers interested students should ascertain specific admission requirements of schools to which they may wish to apply.

Law

Law. Students preparing to enter law school should seek a broad foundation in liberal arts subjects. No one program can be prescribed as the best prelegal preparation for all persons. Interested students, however, should bear in mind that admission to law school is highly competitive and that a sound program completed with high academic standing is the best assurance of acceptance. Early in their undergraduate careers interested students should seek admission information from the law schools which they may wish to attend. They may also consult the prelegal adviser.

Library Service

Library Service. Graduates of Livingston College may apply for admission to the Graduate School of Library Service. Since librarianship embraces every field of intellectual interest, no single preprofessional program can be

prescribed for it. Admission is dependent upon scholarly attainment and high academic standing in a sound undergraduate program. Undergraduates contemplating graduate education in this field should confer with the Dean of the Graduate School of Library Service.

After receipt of the bachelor's degree, the program leading to the degree of Master of Library Service requires two terms and a summer session (36 credit hours taken on a full-time basis); the work may be spread over a longer period of time if permitted by the Dean of the School. A three-year program of full-time study beyond the bachelor's degree leads to the degree of Doctor of Philosophy.

Social Work. Liberal arts graduates are eligible to apply for entrance to the Rutgers Graduate School of Social Work. As a major field of concentration, any of the various programs in urban studies and community development or in one of the social sciences is recommended. Undergraduates contemplating graduate study in social work who want advice on undergraduate preparation should confer with the Dean of the Graduate School of Social Work.

*Social
Work*

A graduate degree in social work may be awarded at the end of one and a half or two years of study. The two-year curriculum includes a combination of academic courses and field instruction. Students are assigned for field instruction to social agencies and institutions on a carefully planned basis.

Social Service-Public Service. In order to enable the student to serve in one of many service careers, the social service-public service pre-professional program combines the study of theoretical, analytical and practical skills. Skills helpful in solving group conflicts and skills useful in communicating effectively with individuals around the delivery of service are emphasized. In addition, the program prepares students to develop programs and models conducive to the delivery of social services.

*Social Service—
Public Service*

Students who pursue social service-public service as an area of concentra-

tion are strongly urged to major as well in a complementary field that will benefit their career plans. This concentration offers a good background for students interested in pursuing graduate education in the fields of law, social work, and social planning.

Required courses are enumerated in the community development section of the urban studies division.

Photos by the Livingston Community

1 . . . Victor R. Gates	39 . . . Gilbert Moore
2 . . . Victor R. Gates	44 . . . Justine Trueger
4 . . . Allen Tannenbaum	54 . . . Grace Rapp
5 . . . Rodney Purcell	62 . . . Philip Cohen
7 . . . Allen Tannenbaum	69 . . . John M. Schwebke
9 . . . Victor R. Gates	179 . . . Ralph Ayers
13 . . . Carmelo Colon	181 . . . Allen Tannenbaum
16 . . . Victor R. Gates	203 . . . Laura Ackerman
21 . . . Victor R. Gates	219 . . . Carmelo Colon
26 . . . Victor R. Gates	220 . . . Cliff Bohannon
34 . . . Victor R. Gates	221 . . . Victor R. Gates









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The Livingston MEDIUM, Thursday, October 14, 1971, Page 6

movies:

"You Are The Murders"

By ERIC KRUEGER

Sacco & Vanzetti
 Directed by Giuliano Montaldo (previous films 1961 - Pigeon Shoot, 1965 - A Grim Face, Grand Slam, 1969 - The Untouchables, 1970 - God With Us,
 Produced by George Papi and Harry Colombo
 Screenplay by Fabrizio Onofre and Giuliano Montaldo
 Music by Ioan Baez and Ennio Morricone
 Cinematography by Silvano Ippoliti
 Released by UMC Pictures
 At the Baronet, 3rd Ave. and 59th St., N.Y.C.
 Running time 120 minutes
 Starring
 Gian Maria Volonté
 Riccardo Cucciolli
 Nicola Sacco
 Cynil Cusack
 Milo O'Shea
 Geoffrey Keen
 William Prince

Bartolomeo Vanzetti
 Nicola Sacco
 Prosecutor Kafemann
 Fred Moore
 Judge Webster Thayer
 William Thompson

In his stylized account of the Sacco-Vanzetti case, Giuliano Montaldo gives us a valuable refresher course in blemished American history - reminding us that the "good old days" never existed.

As most of us should know by now, America has a history of money, hunger, exploitation, and war. Sacco & Vanzetti is violent, visual testimony to one chapter in that chronicle.

Centered in Massachusetts and spanning seven years, this historically accurate film deals with the famous murder case of Nicola Sacco and Bartolomeo Vanzetti. It opens with the infamous "Palmer Raids" of 1920 - U.S. Attorney General Mitchell Palmer's murderous pogroms against political radicals and ethnic minorities. It closes with the 1927 electrocution of Sacco and Vanzetti.

Three months after the most convulsive Palmer Raid, five men carried out a robbery and double murder in South Braintree, Massachusetts. Shortly thereafter, Sacco and Vanzetti, anarchists by conviction and laborers by trade, were charged with the crime.

Framed and tried in forty-five days, they were sentenced to death by a Massachusetts court. This atrocity generated world-wide protests demanding Sacco and Vanzetti's freedom. Spurring into an international cause celebre they died in the electric

chair on August 23, 1927.

Neo-capitalist Nightmare
 Though Montaldo's depiction of the American Leviathan is no surprise to the radical, his thematic and stylistic treatment of our neocapitalist nightmare is on the whole commendable.

When Vanzetti states to his inquisitors, "Your system is based on force and violence - you are the murderers!" - he echoes his past and our present with the core of radical outrage against capitalism.

Though the film condemns America and demands the fall of oppressive systems everywhere - it doesn't threaten the state. If in some way it did become a menace to the ruling power, it would be eaten - like Sacco and Vanzetti.

For them, and for so many, it was politically naive to hope for mercy - let alone justice - from a system that used ideals to mask its bloody exploits throughout history.

And so Nicola Sacco and Bartolomeo Vanzetti - along with those fighting their battle - lost their final illusions about the true nature of America.

Hopefully, those who've yet to question their faith in the mother country will now do so. Its past is our present, as Angela Davis roils in a California jail because she has Black skin and Red ideals.

Furthermore, Sacco & Vanzetti vindicates the 1970 Marin County Courthouse Rebellion

for attempting to arrest the endless injustice. As Fred Moore, the trial lawyer for Sacco and Vanzetti, screams out at Judge Webster Thayer: "The prisoner's dock is the cleanest place in court."

Controlled Performances

In directing his dramatic brief against injustice, Montaldo evokes from his actors controlled performances that don't surface character to caricature.

Gian Maria Volonté beautifully portrays Vanzetti, drifting from disillusionment to outrage while managing to keep his sanity. His courtroom speeches and testimony, along with Riccardo Cucciolli's (Sacco), are the most eloquent moments of the film.

From Milo O'Shea (Moore), Montaldo gains a prototype William Kunstler. Angry O'Shea, with bulging eyes and booming voice, hits his dramatic apogee as loud spokesman for the trampled. His courtroom diatribe strip "democratic" flesh to last-cut bones as he confronts the machinations of a kangaroo court.

Certain scenes also deserve mention. In the second police line-up, Sacco and Vanzetti are blinded by searing lights and examined by the poisoned psyches of the "witnesses." Showing individual recollections of the robbery with blurred flashbacks, Montaldo enters the

subjective dimension of memory to effectively demonstrate how little witnesses actually see. He also demonstrates the power of racist suggestion.

Moreover, his marching sequences - where Sacco and Vanzetti are herded through the streets by police - bring haunting images of oppressors parading victims through the streets of history.

Thus and other important parallels to the past and present are strikingly endless.

Montaldo's Technique Tight

In regard to camera, Montaldo generally uses a tight, Hollywood style of shooting, where movement and montage symmetrically balance. Unfortunately, he sometimes succumbs to sloppy zoom shots, undermining his ambient control.

On the other hand, Montaldo admirably approaches synecdochic narrative by juxtaposing various styles of direction and film stock.

Opening the film with a recreated Palmer raid, he uses a hand-held camera with black and white film to realistically ground the story in history. Next,

concentrating on Sacco and Vanzetti, Montaldo switches to color - and stylizes his direction with what can be termed Baroque realism.

In addition, intercuts of documentary footage from around the world enlarge the focus of climactic moments. And at the

end, Montaldo achieves surrealism in the execution scene with green-tinted black and white.

Action in Context

These and other differing forms comment on and complement each other. They provide macrocosmic deep-focus, i.e., they relocate the immediate action in its historical context by linking individual experiences to world-wide oppression.

To heighten this effect, Montaldo should have intercut more documentary footage.

Though he adroitly varies subjective and objective states of time, the continuity itself drags - especially when the courtroom action begins to lurch forward, the film never really conveys seven long years of struggle.

Moreover, the visual motif of an anarchist's body falling in slow motion from the fourteen-story window of a police building is gratuitous and shoddy - better rather to once show his guts all over the sidewalk to illustrate official murder.

Even this would be redundant; for the executioner says enough in the film's final line: "In accordance with the law, I pronounce you dead."

And to those who'd push it all into the past, one need only note that on April 2, 1959, the Massachusetts Legislature Committee held hearings on a petition asking the posthumous pardon of Nicola Sacco and Bartolomeo Vanzetti. Petition denied.



Riccardo Cucciolli as Sacco (left) and Gian Maria Volonté as Vanzetti star in a movie depicting OUR history!

Governors Report

By JON PARD

Chapter has been added.

Bond Issue Pro**Started**

Who
What
When
Where
How
and even Why

ADMISSION

This college is actively looking for—Livingston—students. Because we know that what this college is, and what it becomes, depends largely on its students.

Whom do we see as a Livingston student? To begin with, not one special kind. Rather, several—special—kinds.

*Who Is
Admitted*

Like any serious institution of higher learning, we want excellent students. We do, however, define excellence somewhat more broadly than most. Yes, we do certainly mean academically excellent: students who come to us with top grades and who will from the start achieve top grades at Livingston. Every college needs such students.

Among others, we think. Because excellence takes other forms as well. For instance, we want students who are intellectually curious. Who are lively, and intent on getting all they can out of Livingston. Actually, these kinds of excellence are often harder to find than top-grades excellence alone. Sometimes, of course, a good academic record comes hand in hand with these qualities. But not necessarily. Wherever we find these excellences, we regard them as reliable signs that substantial academic achievement is possible under the right circumstances. And we are finding them. And mean to keep on finding them.

Why

When estimating the potential of a prospective student, we by no means ignore the standard academic criteria. Still, we know that a student's high school record and SAT scores can only provide us with an educated guess about that student's future here: about what he or she will be able to take away upon graduation; about what that student will contribute to the Livingston community during four years here.

That's why we give serious consideration, when studying an application, to factors other than averages or scores. Some questions we look for answers

to are these: what has this student been doing outside of school in the community from which he or she comes? has he or she demonstrated a sense of service to anybody? does he or she have a capacity for making the most of a situation? where did the student start out—how far has he or she come? is he or she in any way creative? does the student show independence of spirit? drive? is the student an active, rather than a passive, person? what does this student want to get out of us? is it a lot? will his or her presence make us work harder to fulfill *our* potential?

Finally, does the college have the ability and the resources to meet the needs of the individual? Then, and only then, can the decision to admit or reject be made. It is grossly unfair to reject a student who needs, wants and can profit by what Livingston can offer. It is equally unfair to admit a student who has needs that Livingston cannot meet, and who is, therefore, doomed to fail before he or she starts.

It takes time to consider these questions; we take that time. For once we decide an applicant *is* a Livingston student, we assume responsibility toward him or her. If that student comes to us with a traditional academic background, we make sure that the work here demands the best that student is capable of—and even a bit more. Because even excellence can be stretched upward.

If, on the other hand, a student's academic background is less than adequate, if prejudicial circumstances have deprived him or her of adequate college preparation, we consider it our responsibility to strengthen the weak areas of his or her academic background. So that this Livingston student catches up, moves ahead, and—like all other Livingston students—is ready to take advantage of all Livingston has to give.

All candidates are required to submit a properly completed application, a ten dollar application fee, an encoding sheet, and an official record of scholastic aptitude test scores.

How

Regular Admission

Candidates seeking admission on the basis of high school graduation must submit all of the required admission data along with a high school transcript showing at least 16 academic courses, of which 12 must be in college preparatory subjects.

An academic course, for these purposes, is the equivalent of one year of work in a prepared subject meeting five times each week. These courses should be distributed as follows:

English	4
college preparatory mathematics	3
foreign language	2
additional courses	7

The additional courses are normally taken in social studies, sciences, and additional mathematics or foreign languages. Courses taken in other areas, which are counted toward the high school diploma, are subject to the approval of the Committee on Admissions.

Transferring?

Candidates who are presently attending another college or university must submit a transcript of course work completed thus far and a list of courses planned for the remaining term in addition to all the credentials required of candidates seeking admission on the basis of high school graduation.

Upon completion of the present term, they must submit a final transcript to the Admissions Office. This is required for purposes of determining advanced standing.

Students who are not enrolled in a college at the present time must submit all of the required admission data along with a transcript(s) of all previous college work. All transcripts should indicate the titles, numbers, and grades of courses completed and should be sent directly to the Admissions Office from the institution concerned.

Alternate plans of admission are provided for those candidates whose preparation for college work is, for good reason, unusual in number and distribution of subjects studied.

*Special
Situations*

Candidates who are high school graduates and whose preparatory courses do not meet the formal requirement of 12 college preparatory courses may apply for special consideration by submitting the required admissions data along with a high school transcript and three achievement tests of the College Entrance Examination Board. One of the required tests must be the English achievement test; the other two may be taken in any two areas which might reflect the candidate's competence.

*Alternate
Plan I*

Candidates who were not graduated from high school and whose preparatory work for college is of such a nature that their eligibility for admission cannot be determined without further evidence, must submit all of the credentials required under Alternate Plan I along with a high school equivalency diploma showing passing scores on all five of the General Education Development tests.

*Alternate
Plan II*

Foreign students whose native tongue is English must submit all the required admissions data along with a high school transcript showing all secondary work completed.

*Foreign
Students*

Students whose native tongue is not English must submit the above credentials and take the Test of English as a Foreign Language. Information concerning the time and place where the TOEFL examination is given may be obtained by writing to: TOEFL Educational Testing Service, Princeton, New Jersey 08549.

Students supplying credentials from foreign areas are advised that such credentials must be translated into English and the translation must be certified as true and accurate by a Notary Public or an Embassy official of the United States.

Any additional questions concerning admission should be directed to: The Foreign Student Admissions Officer, Admissions Office, Rutgers University, New Brunswick, New Jersey 08903.

*N.J.E.O.F.
Grant?*

Students possessing or applying for a New Jersey Educational Opportunity Fund Grant and who are seeking admission to Livingston College, must use one of the five aforementioned plans of admission along with evidence of motivation in spite of manifested educational and economic deprivation.

The determination of a candidate's educational deprivation will be made by the Livingston College Committee on Admissions. The determination of economic deprivation will be made by the Livingston College Financial Aid Office only after the candidate submits an appropriate and complete financial aid application.

Successful freshman candidates are required to attend a six week college readiness summer program.

*Engineering
and Pharmacy*

Livingston College services two of the university's undergraduate professional colleges: the College of Engineering and the College of Pharmacy, providing academic electives and dormitory and student life accommodations for students enrolled in these professional curricula. Inasmuch as similar services are also provided by Douglass College and Rutgers College, professional college candidates are requested to indicate on their admission application the appropriate liberal arts college where they wish to reside.

Such candidates must also submit the required admissions data and present at least 16 academic courses distributed as follows:

	Engineering	Pharmacy
English	4	4
college prep math	4 (½ yr. trigonometry)	3
additional courses	8	9

Detailed information about the various programs of study offered at each of these professional colleges may be obtained from the appropriate bulletin.

Scholastic Aptitude Tests: required of all applicants for admission.

*Entrance
Exams*

Achievement Tests: required of all applicants who present fewer than 12 academic units.

Test of English as a Foreign Language (TOEFL): required of all applicants whose native tongue is not English.

Advanced Placement Tests: not required; but students who desire credit for college-level work taken in secondary school are encouraged to take these tests.

Applications for all of the above tests can be obtained by writing to: College Entrance Examination Board, Post Office Box 592, Princeton, New Jersey 08540.

Freshman applicants desiring admission to Livingston College for September, 1973, should submit application materials between September 15, 1972 and February 1, 1973, to insure maximum consideration. Applications received after February 1, 1973, will be considered only until such time as it appears space limitations preclude further consideration.

*When to
Apply*

Transfer applicants seeking admission to Livingston for January, 1973, must submit application materials no later than November 30, 1972. Transfer applicants seeking admission for September, 1973, should submit application materials between December 15, 1972, and April 1, 1973. Midyear admissions policy is subject to change without notice as space limitations dictate.

Applications for admission to Livingston College are reviewed on a rolling basis. Priority of action will be given to early applicants.

Interviews A personal interview is encouraged although it is not required.

Freshmen candidates who have average to below average academic records but who think they have high potential for success in college should arrange for an interview at the Admissions Office.

Transfer candidates who are interested in a particular program of study in a specific academic department may arrange for an interview with a representative of that department.

Group interviews are given periodically throughout the academic year. Candidates should contact the Admission Office for an appointment.

First-year applicants to Livingston College will be notified of action taken by the Committee on Admissions between December 15 and April 15 if their applications have been received and are complete before February 1.

Transfer applicants for spring term can expect notification of action any time between November 15 and December 31, 1972. Transfer applicants for the fall term can expect notification of action between February 15 and June 1, 1973.

To enable each freshman candidate to explore all his educational options with regard to selecting an appropriate college, an admitted freshman will have until May 1, 1972, to indicate whether he or she will or will not attend Livingston College. However, it is expected that, with early notification, the student will reply as soon as he or she has made the decision regarding choice of college.

The Place to Contact All inquiries about admission to Livingston College should be made to: Office of Admissions, Livingston College, Rutgers University, New Brunswick, New Jersey 08903.

TUITION AND FEES

The uncertainty of present day costs makes it necessary for the university to reserve the right to alter the schedule of tuition and fees announced in this bulletin as late as August 1 for the fall term and December 1 for the spring term. Specifically, the list of fees on page 235 does not include an anticipated increase in room and board charges. This increase is, however, reflected in the Estimated Student Budgets on page 235.

Tuition and fees are payable not later than the last business day before a term begins. Students failing to observe this regulation are charged a late payment fee of \$15.00 for the first week, plus \$5.00 for each additional week of lateness; eventually the student's registration may be cancelled. Full-time students who are unable to pay their term bills in full may arrange with the Treasurer to pay one-half of the first term's tuition (dormitory room rent and table board where applicable) plus the total of other fees in accordance with the above schedule; one-quarter of the tuition (dormitory room rent and table board where applicable) on or before October 16; and one-quarter of the tuition (dormitory room rent and table board where applicable) on or before November 15. Similar arrangements may be made for the second term, the last two payments falling on or before March 1 and April 3, respectively. The fee for making payments on this plan is \$5.00 per term; in addition a charge of \$5.00 per week of lateness will be made for each late payment of the second and third installments in each term.

In addition to the regular fees, charges in full will be made for all breakage and damage to university property. The university is not responsible for the loss by fire or theft of private property in its buildings. Students are advised to obtain their own insurance.

The student fee provides financial support for student activities, student accident insurance, intercollegiate athletics, and academic registration. In addition, the fee is used to amortize construction loans and to provide

Payments

Student Fee

partial support for overhead operating costs of general facilities available to undergraduates.

Refunds All refunds are computed from the date on which the student submits a written statement of withdrawal to the Registrar.

Students who withdraw before the first day of classes are entitled to a full refund of tuition and fees, and a prorated refund on room and board fees where applicable. (Note: the room deposit fee is not refundable after May 1.)

Students who withdraw on their own initiative during the first twelve weeks will be entitled to a partial refund of tuition, room, and board. This partial refund will be based on fifty per cent of the prorated charges from the date of withdrawal to the end of the term. Thus, for example, when an in-state commuting student who has paid his or her college bill in full withdraws from school after one week of classes, he or she has prorated tuition charges of \$187.50 from the date of withdrawal to the end of the term. (Tuition is approximately \$12.50 per week and there are about 16 weeks in a term.) Fifty per cent of the prorated charges from the date of withdrawal to the end of the term equals \$93.75, and this is the refund the student receives. If the same student had participated in the partial payment plan (see above) he or she would not be entitled to any refund, since he or she would not have paid his or her full charges in the beginning.

No tuition is refunded to students suspended or dismissed for disciplinary reasons.

Part-time students receive no tuition refund for courses dropped after the first week of the term.

When students are dismissed for academic reasons at midyear, a full refund of tuition and a prorated refund of second semester room and board charges is made.

The following estimated budgets are used by the Livingston Financial Aid Office in determining financial need. All costs are based on one academic year.

*Estimated
Student
Budgets*

RESIDENT STUDENT FROM NEW JERSEY

Tuition	\$ 400	Travel	50
Fees	136	Residence Education	
Room and Board	1,272	Program Fee	28
Books	150		
Personal Expense	400	Total	\$2,758

COMMUTING STUDENT FROM NEW JERSEY

Tuition	\$ 400	Personal Expense	400
Fees	130	Lunches	200
Books	150		
Transportation	300	Total	\$1,500

RESIDENT STUDENT—OUT-OF-STATE

Tuition	\$ 800	Travel	50
Fees	136	Resident Education	
Room and Board	1,272	Program Fee	28
Books	150		
Personal Expense	400	Total	\$3,158

TUITION AND FEES IN LIVINGSTON COLLEGE

Tuition for full time students, legal residents of New Jersey (per term) ..\$200★	
Tuition for full time students, not legal residents of New Jersey (per term)	\$400★
Tuition for part-time students (per credit hour)	\$ 15★
Student fee for full-time students (per term)	\$ 68
Student fee for part-time students (per term)	\$ 15

*Tuition
and
Fees*

Application fee, payable at time of filing	
application for admission (not refundable)	\$ 10
Graduation fee, payable once	\$ 15
Late registration fee	\$ 15
(Applies to any registration submitted after the dates published in the registration instructions sent to each student each term)	
Late payment fee† (for the first week)	\$ 15
(for each additional week of lateness)	\$ 5
Deferred payment fee (per term)	\$ 5
Late payment fee for deferred payments (per week of lateness—per installment)	\$ 5
Re-examination fee (per examination)	\$ 5
Proficiency examination fee (per examination—1 to 3 credits)	\$ 10
(per examination—4 to 8 credits)	\$ 20
Music fee for Applied Music courses (per term)	\$ 65
Room, all residence halls (per term)	\$306
Board, seven days, 20 meals (per term)	\$330
Board, five days, 14 meals (per term)	\$288
Residence Education Program	
(per term for each residence hall occupant)	\$ 14
Dormitory damage deposit	\$ 15
Room reservation deposit	\$ 50
Late payment of room rent	\$ 5
Laboratory course deposits	variable
(Unused portions of such fees are returned)	
Class Alumni Working Fund fee, payable	
once, second term of freshman year	\$ 4
Transcript of record fee	\$ 1
Returned check fee	\$ 2

*For payment after the last business day before a term begins, and for any check not honored for payment.

†Does not include an anticipated increase for 1972-73.

FINANCIAL AID

Through its financial aid program, Livingston College seeks to assist students who have been accepted for admission who show financial need. Financial aid is awarded on a competitive basis and in accordance with the financial need of the student. Need is determined by comparing the student's total resources (assistance from family, summer work, and employment at college) with the cost of attending Livingston for a given year.

Financial assistance is offered in the form of scholarships, loans, campus employment, and frequently in combination as a "package."

A limited number of scholarships are offered by Livingston College. Each award is based on the candidate's financial need, character and leadership, and participation in school and community affairs. Priority is given to students of traditional college age. The following scholarship programs are available to Livingston students:

Kinds of Financial Aid Available

(1) Scholarships

THE HARLEN BRUCE JOSEPH MEMORIAL SCHOLARSHIP: Established in 1968 in memory of Harlen Bruce Joseph, a Lincoln University student who died in the 1967 Trenton riot. The scholarship awards of \$250 per year are made to disadvantaged students.

(a) Livingston

LUCILLE J. SOSIN MEMORIAL SCHOLARSHIP. Awarded by Middlesex County Section, National Council of Jewish Women: One scholarship awarded annually to a student studying in the area of arts and sciences and in the top half of his or her class.

DAVISON-FOREMAN FOUNDATION SCHOLARSHIPS: Ten scholarships of \$500 each are awarded annually to upperclass, female students. Recipients are selected on the basis of need and all-around performance at Livingston College. The selection committee considers academic performance and contributions to college and community life in their evaluation of candidates.

(b) *Rutgers* The following Rutgers University scholarships are also available to Livingston students:

ROBERT A COOKE EDUCATIONAL FOUNDATION: One scholarship to provide assistance to a deserving, worthy and acceptable student.

THE HAROLD THOMAS EDGAR MEMORIAL SCHOLARSHIP: Four scholarships awarded annually to worthy and needy male students; not to exceed \$750.

FOXCROFT SCHOLARSHIP FUND: One unrestricted grant for the benefit of a needy student.

RICHMOND SCHOLARSHIP FUND: One award to a worthy (male or female) citizen of the United States, of high character; for essential college expenses. Preference is given to students in arts and sciences.

LANSING P. SHIELD, JR. MEMORIAL SCHOLARSHIP FUND: One award to a son or daughter of a living or deceased Grand Union Co. employee who is in need of financial assistance. If applicants meeting the qualifications are not available, then residents of counties serviced by Grand Union Stores may be considered.

RALPH VAN DUZER MEMORIAL FUND: Four awards annually to students for scholastic attainment and the ability to guide others in education and training in the American way of life.

SELMAN AND DEBORAH WAKSMAN FUND: One award to a deserving student.

IMOGENE VAN HORNE BUSH SCHOLARSHIP FUND: One award to a needy student chosen by University Trustees.

312TH INFANTRY SCHOLARSHIP FUND: One award to a freshman student. The scholarship is to be awarded, in alternate years, to a non-resident of New Jersey.

HOWARD OSBORN SCHOLARSHIP FUND: A variable number of scholarships made to "worthy students of good moral character, maintaining

satisfactory scholastic grades and who require financial assistance.”

MILLARD FAMILY SCHOLARSHIP FUND: A variable number of unrestricted scholarships.

JOSEPH E. VALENTINE ALUMNI SCHOLARSHIPS: A variable number of unrestricted scholarships.

RUTGERS UNIVERSITY ALUMNI SCHOLARSHIPS: A variable number of awards to male students. Awards are based upon qualities of manhood, force of character, leadership; literary and scholastic ability and attainment; contributions to school and community; financial need.

THOMAS T. BARR MEMORIAL SCHOLARSHIPS: A variable number of four-year scholarships. Candidates must demonstrate some financial need and proficiency in athletics. Recipients must participate in freshman football and either lightweight, junior varsity or varsity football at Rutgers University.

COLLEGE OF AGRICULTURE AND ENVIRONMENTAL SCIENCE SCHOLARSHIP: Livingston College, in cooperation with the College of Agriculture Financial Aid Committee, offers several scholarship awards annually to entering freshman students studying in either agriculture or the environmental sciences.

All candidates with financial need are encouraged also to seek outside scholarship aid. A certain number of local, state, and national scholarship programs are open to most candidates. Information regarding them can usually be obtained from high school guidance offices. Information regarding state scholarship programs can usually be obtained through state departments of education in the state capital. New Jersey residents are reminded that Rutgers University does not administer the New Jersey State Scholarship Program. It is conducted by the New Jersey State Scholarship Commission, Trenton, New Jersey 08608. All New Jersey high school seniors who require assistance are urged to apply to the Commission for a State Scholarship by the November deadline.

*(c) Outside
Scholarships*

Continuance of scholarship awards is subject to the availability of funds, continued financial need, and satisfactory performance in college.

(2) Grants

EDUCATIONAL OPPORTUNITY GRANTS: Outright grants of federal assistance are available to students at Livingston College who have been admitted and are from economically disadvantaged circumstances. Grants ranging from \$300 to \$1,000 are made to qualified applicants on an annual basis. The granting and continuance of these awards are contingent upon annual appropriations by the United States Congress. Recipients of Educational Opportunity Grants must accept matching funds from other acceptable sources which are at least equal to the dollar amount of the grant. Acceptable sources include State Scholarships, National Defense Loans, College Work Study Program jobs, controlled college jobs, and certain outside awards.

N.J. EDUCATIONAL OPPORTUNITY FUND GRANTS: Grants to a maximum of \$1,000 per year are made to specially recruited, economically and educationally disadvantaged students.

(3) Loans

Under the National Defense Student Loan Program, low interest loans (3% simple interest per annum on the unpaid balance) are available to students demonstrating financial need. Under the terms of the program a student may borrow up to \$1,000 per year, not to exceed \$5,000 during the period of undergraduate education. The repayment period begins nine months after a student borrower withdraws or graduates from Livingston College and extends over a ten-year period. Repayments are deferred if the student is in graduate school, the Armed Forces, VISTA, or the Peace Corps. Up to 50% of the loan may be cancelled at the rate of 10% for each year of teaching in an elementary or secondary school or in an institution of higher education. Up to 100% of the loan may be cancelled at the rate of 15% for each year of teaching in an area designated as "low-income" by the U.S. Commissioner of Education or for teaching handicapped children in a public school system. The granting and continuance of these awards are contingent upon annual appropriations by the United States Congress.

Under the Guaranteed Loan Programs, loans from participating banks are made to students accepted for enrollment or enrolled in an institution of higher education. Interest is paid by the federal government while the recipient is a student if the family's adjusted income is below \$15,000 per year. Information on the Guaranteed Loan Program can be secured through local banks or from the State Higher Education Assistant Authority in the State Capital.

Loans up to \$200 *in cases of extreme emergency only* are available from Rutgers University to students *after they are in attendance at Livingston College.*

Jobs on campus or in public or private non-profit agencies are available under the provisions of the Federal Work-Study Program. Students may earn between \$300 and \$500 per year to be applied toward their college expenses. At Livingston College, these jobs are awarded as financial aid and the earnings are expected to provide assistance in meeting the costs of college attendance. Recipients of these jobs are paid every two weeks for hours worked. In no instance is the student to work more than ten hours per week. The granting and continuance of these awards are contingent upon annual appropriations by the United States Congress.

The Student Employment Service is available to all students at Livingston College regardless of financial need. The Employment Service lists jobs from off-campus employers in the greater Middlesex County area. Students registering with this service are expected to check available employment listings daily until a suitable job is located.

(1) Applicants desiring financial aid should fill out the financial aid card which is included with the admissions form. This financial aid card should be completed and returned immediately to the Admissions Office so that these individuals may be identified as candidates for financial assistance. Additional financial aid cards can be obtained by writing to the Director of Admissions.

(4) *Employment*

(a) *On-Campus
Jobs*

(b) *Off-Campus
Jobs*

*How to
Apply*

(2) CANDIDATES MUST HAVE THEIR PARENTS OR GUARDIANS SUBMIT A PARENTS OR GUARDIANS CONFIDENTIAL STATEMENT TO THE COLLEGE SCHOLARSHIP SERVICE, P.O. BOX 176, PRINCETON, NEW JERSEY 08540, BY FEBRUARY 15. *CANDIDATES SHOULD REQUEST THAT A COPY OF THE PARENTS' CONFIDENTIAL STATEMENT BE SENT TO LIVINGSTON COLLEGE (SCHOOL CODE 2384).* This service will then analyze the information furnished by parents or guardians and present the college with a figure of computed need. This figure is further checked by the college before any decisions are made. The Parents Confidential Statements can be obtained through the high school guidance office or by writing directly to the College Scholarship Service.

*When
Applicants
Hear*

Freshmen applicants should not plan on receiving notification of action on their application until after April 1. It should be noted that admission to Livingston College is never conditional upon receiving financial assistance. The Financial Aid Committee will make every possible effort to meet the demonstrated need of all applicants within the limits of resources available. Transfer applicants will be notified of action taken on their application after their admission which is normally during June. *Financial assistance to transfer students is available only within the limits of funds remaining after entering freshmen awards and renewals of awards are made.*

Funds permitting, new applications for financial aid will be accepted for the second semester of each year. The final date for second semester applications will be December 15. Notification of action will normally be prior to registration for the second semester.

All financial aid awards are made on an annual basis and subject to continued financial needs, continued full-time enrollment at Livingston College, satisfactory academic progress, and the continued availability of funds. Recipients of financial aid must reapply for that assistance each year. Renewal applications will be available after February 1 each year. The deadline for filing the completed renewal application is April 1. Renewal applicants are notified of action taken not later than August 1.

POLICIES AND PROCEDURES

The Livingston student has a great deal of freedom in selecting his or her courses and, ultimately, in developing the program of study towards his or her chosen major. The last thing any of us wants is to waste that freedom. Rather, we want to make the most of it.

*Students'
Freedom of
Choice*

Every student needs some help in planning and implementing his or her program. In no way, however, should such help constitute interference with the student's very real freedom to make the final determination as to what he or she studies here.

Accordingly, we have set up an advising system which we consider the mutual responsibility of students, faculty and professional advising staff.

*Advising
System*

This means, first, that each student accepts, along with his or her freedom of choice, the responsibility to consult with faculty and staff members who are equipped to discuss informatively, interestedly, and fully with the student the various possibilities open to him or her.

Second, it means that the faculty accept, as an integral part of their teaching responsibility, the responsibility to confer with students about both immediate academic alternatives and long-range ones. By long-range alternatives, we mean various career possibilities as well as programs of study at Livingston and beyond.

Third, the Dean of Academic Affairs and the members of his advising staff have the responsibility for providing students with information which will make it possible for them to select an adviser wisely.

Our advising system is set up in two parts. There are general advisers and departmental advisers. A student will want to talk with both kinds several times in the course of his career at Livingston.

Since we feel it is important for a student to have an adviser right from the start of his or her career at Livingston, and it is hard to choose an adviser before one has had a chance to get to know the faculty, an incoming student will be assigned an adviser when he or she first gets here. The student will be required to consult with that person during his or her first semester here. If, at the end of that time, the student has come to feel that someone else could better advise him or her, the student is free to choose another faculty member himself or herself or to ask the Assistant Dean of Academic Affairs to suggest someone else. His office has available a list of faculty members who are interested in establishing general advisory relationships.

The departmental adviser comes into the picture once a student has decided what his or her field of concentration is going to be. At this point it is a good idea to talk through the student's long-range possibilities, both in terms of satisfying the college and departmental requirements and of looking over the post-graduation possibilities. The office of the Dean of Academic Affairs has lists of the departmental advisers.

*Grading
and
Evaluation*

(1) Honors

There are three possible grades for every course taught at Livingston. The three notations are: Honors, Credit, and No Credit.

The grade "Honors" is reserved for clearly superior work in a course. It is awarded for concrete achievement only; general ability, brightness, or promise do not warrant this grade.

(2) Credit

The grade "Credit" is given for work in any course for which the student satisfies the requirements as announced in the catalogue and by the instructor at the beginning of the semester's work.

(3) No-credit

The grade "No Credit" is given a student for any course in which there is insufficient evidence of satisfactory achievement. "No Credit" is not, at

Livingston, automatically viewed as a “bad” mark; it is not just another way of giving the traditional “F.” It is perhaps best described as a non-grade which allows students to go on from that point without being burdened with a record of “failures.” Every student should know that transcripts sent out to other colleges or to prospective employers show only “Credit” (or Honors) work. To carry out the Livingston concept of grading, provision is made for revising a “No Credit” grade to a “Credit” grade within a specified time contracted between the student and the instructor. This happens when, within the period contracted, the student gives evidence satisfactory to the instructor of having achieved adequate comprehension of the course material.

An integral part of the Livingston grading system is the written evaluation each instructor must make of each student’s work in each course. We feel every student is entitled to know, in some detail, how he or she did in a course. This productive information is available to the student; he or she can, and should, regard it as his or her due.

*Written
Evaluations*

If a Livingston student, registering for a course at Rutgers or Douglass, wants to take that course under the pass/fail grading system operative in those schools, he or she may do so. This is the procedure: when picking up the course card from the Registrar’s office, the student should indicate that he or she wishes to be graded on the pass/fail basis. This option can only be taken at the beginning of the term and only in courses where the option is offered to students of the college in which the course is taught.

*Pass/Fail
Option
at Other
Divisions*

In order to receive his or her Bachelor’s Degree from Livingston, the liberal arts student must earn a Credit or Honors grade in a minimum of 32 courses

*Graduation
Requirements*

of 3 or more credits; the total number of credits needed for graduation, however, is 120.

In addition, each student must, before he or she graduates, complete a program of concentration. There are three approved methods of doing this: (1) taking a major administered by one of the departments; (2) taking an existing interdisciplinary program as a major; and (3) developing an individual program of concentration with a special faculty committee assigned this responsibility. The student is required to make known formally his or her area of concentration to the office of the Academic Dean by the beginning of the junior year.

Students in agriculture and environmental science, engineering, and pharmacy should consult the bulletins of the respective colleges for graduating requirements in these fields.

*Normal
Course
Load*

Full-time students may take as few as three or as many as five courses each semester. This flexibility in the course load ensures that students whose academic or personal circumstances require that they take longer than the "normal" four years to graduate are not penalized. Rather, it is the policy of the college to accommodate such students by establishing their right to take as long as five and a half years to complete the work for the degree. Only in very exceptional cases is a student permitted to take more than five courses in any semester. The procedure in these cases is specific: first, the student must obtain written approval from his or her adviser and, second, special permission from the Dean of Academic Affairs.

The following remarks and regulations apply to all students admitted to Livingston for full-time study.

In a considered attempt to provide continual guidance for students experiencing academic difficulties, Livingston has set up a Committee on Academic Evaluation and Scholastic Standing. This committee meets at regular intervals with the Academic Dean and his staff to examine each student's record.

In each case where the review of a student's work shows that, at his or her present rate of progress, he or she may not be able to graduate, the student will be notified of this by the Academic Dean and urged to work closely with his or her adviser at solving the academic problems involved. The goal at this point is visible improvement within a reasonable period of time.

At the end of the third semester, the student should have completed at least six courses with the grade of Credit or Honors. In cases where fewer courses have been satisfactorily completed, the student *may* be denied permission to register for the fourth semester. If a student is permitted to undertake the fourth semester, but has failed, at the end of that semester, to complete nine courses satisfactorily, he or she *will* be denied permission to register for the fifth semester.

A similar situation persists throughout a student's career at Livingston. A student must have completed: twelve courses by the end of the fifth semester; sixteen at the end of the sixth; nineteen at the end of the seventh; twenty-two at the end of the eighth; twenty-five at the end of the ninth; twenty-eight at the end of the tenth; and thirty-two courses at the end of the eleventh.

Definition of "course" for these purposes: a course is a unit of study taken for three or more credits.

Any student who has not officially requested permission to register for a reduced academic load and who has received credit in two or fewer courses in any one semester will formally be considered in academic difficulty by the office of the Academic Dean.

*Periodic
Evaluations
and
Academic
Difficulty*

One of the primary purposes of these periodic evaluations is to inform specific students that they ought to be in closer contact with the adviser and the office of the Academic Dean, in order to forestall the severing for cause of the contract that exists between Livingston and each matriculating student.

These rules are made to be observed by both students and the office of the Academic Dean. And in the normal course of events, they are adhered to strictly. None the less, we recognize that a certain amount of room must be allowed to take care of truly exceptional cases. In such cases, the channel for review is the Committee on Academic Evaluation and Scholastic Standing, which will give problematic cases brought before it every possible consideration.

*Leaves
of Absence*

Livingston College recognizes that many students will not complete their formal education within the normal four years. Some students will need time away from the campus to work, travel, deal with personal or family problems, or a variety of other situations. To cover these exigencies the college has adopted a leave of absence policy. Students may normally receive a leave for a semester upon submission of a letter to the Associate Dean for Academic Affairs describing the circumstances. In cases where the situation warrants, leaves may be extended for a year or longer.

All students who are considering a leave of absence are encouraged to discuss the possibility with either their advisers or the Dean of Academic Affairs. Students who are on leave are *not* considered to be students for the time that they are on leave, either by the college or by Selective Service.

Students who have been granted a leave are responsible for arranging their return. A letter requesting readmission should be sent to the Dean of Academic Affairs, not to the admissions office.

*Deferred
Admission*

A student who has been admitted to Livingston but who, after that, finds himself or herself unable to register for the semester for which he or she has been admitted, should contact the office of the Dean of Academic Affairs to discuss the possibility of deferring admission until a later date.

An applicant for the admission requesting transfer from another college must submit the following: (1) a transcript of completed work; (2) a complete record of all courses in progress and/or planned for the current and following semester. Ordinarily, transfer credit will be granted for all regular academic work with a grade of "C" or better from an accredited college or university. If the student is transferring from a school in which the pass/fail grading system is used, "pass" grades will be credited. Credit will not be given for non-academic or "skill" courses, such as physical education, typing, and military science.

*Evaluation of
Transfer
Credits*

In most cases the evaluation of a transfer student's transcript takes place once the student is engaged in study here. If, however, a transferring student has specific questions before that time about whether or not credit will be given in a specific instance, he or she may direct them to the Assistant Dean of Academic Affairs, together with a transcript and an official catalogue description of the course in question. Results of transcript evaluation will be available in the Registrar's office during the student's first semester at Livingston.

Most departments and programs of the college offer opportunities for students to undertake individual and small-group study under the supervision of faculty members. At least one week before registration for the semester in which the student wishes to take independent study, he or she must submit a detailed description of the project to a faculty member who is willing to supervise the work. The project must be approved by the faculty sponsor and by the appropriate department chairman or faculty committee before the student may register for the course. First-semester freshmen are normally not allowed to take independent study, and no more than one quarter of a student's work toward a degree should consist of independent study.

*Independent
Work*

Students may receive academic credit for internships and field experiences which are related to their courses of study and which are supervised by faculty members. Placements may include government agencies, businesses,

*Internships
and Field
Experiences*

schools, hospitals, community organizations, and many other fields. Each internship must include a preparation for field work, a supervised field placement, and an extensive evaluation and analysis of the experience. Internships may be part or full time. Freshmen are normally not allowed to take internships. Interested students should consult departmental advisers or the Dean's office for details.

*Credit for
Prior
Experience*

Students with substantive prior experience in government, business, community development, health services, education and other relevant fields may be granted academic credit toward the degree based on evaluation by the faculty of what they have learned from their work. Students who feel they may be eligible for such credit should consult the appropriate department chairman and the Dean for Academic Affairs.

Draft Status

Male students taking twelve or more credits may request the college to report their status as full-time students to their local draft boards by filling in the space for the Selective Service number on the V-form at the time of registration. Students who do not wish to receive a student deferment (II-S) should leave the space blank. NOTE: *Once the college has been asked to report a student's status, it is obligated to report any change in that status.*

FACILITIES AND SERVICES

All students are eligible to live in residence at Livingston. The residence halls and dining facilities are centrally located on the campus; and students have considerable choice in selecting a particular type of residence hall structure and a particular dining program.

*Room
and
Board*

Rooms and meals are taken for the full academic year. The fee for room and board is payable in advance, one half at the beginning of each semester. All residence rooms are furnished with desks, chairs, beds, and bureaus. Students must provide sheets, pillows, pillowcases, blankets, and towels. If a student wishes, he or she may purchase a contract with a local linen service.

Meals are provided for resident students through the University Food Services. Freshmen residents are required to take the 7-Day Board Plan, which includes twenty meals per week (two on Sunday) or the 5-Day Board Plan, which includes fourteen meals per week (Monday breakfast through Friday lunch). Sophomores, juniors, and seniors who choose to be resident students can choose from among the 7-Day Board Plan, 5-Day Board Plan, or the 10-Meals-per-Week Plan. All commuting students, regardless of class year, may select a boarding option for weekday lunches. The cost of the 5-Weekday-Lunch Plan is \$87.50 per term (\$175.00 per year). Food service on a cash basis will be available to non-resident students. No meals are served during periods when college is in recess.

Livingston has a commitment to provide room and board for all students who live on campus. However, due to our own space and financial limitations, freshmen who wish to live on campus and who elect the 7-Day Board Plan will be given priority for a room over those students who elect the 5-Day Board Plan; and those upperclassmen and upperclasswomen who elect at least the 10-Meal Plan will be given priority over those who do not select any meal plan.

*Married
Students'
Housing*

The University provides more than 500 unfurnished apartments for married students and their families. The rent for these apartments, including utilities, ranges from \$61 to \$105 per month. In the past few years the Married Students Association has become most active and provides many opportunities for students living in the married-student village to exercise their initiative and leadership. These range from a voice in the operation of the married-student housing to establishment of their own co-operative store in which they can provide many food products at a considerable saving. The association also plans recreational, social, cultural, and educational opportunities for the students of the University and their families living at the Heights.

Rutgers Library

The Rutgers University Library contains over 1,600,000 volumes, plus a large number of government documents, manuscripts, maps, pamphlets, and other materials, located in 21 different libraries in various parts of the university. In addition to the Central Library in New Brunswick, some of the other libraries include: general ones at Douglass College; the College of South Jersey; the Newark College of Arts and Sciences; and Livingston College; and specialized ones in the College of Agriculture and Environmental Science; the College of Pharmacy; the Schools of Law; the Institute of Microbiology; and the Center of Alcohol Studies. The Central Library maintains a record of the holdings of the entire system, and all the libraries in the system are accessible, both directly and through intralibrary loan and telephone reference service, to all members of the university community. The hours and the rules and regulations of these various units vary and can best be ascertained by direct inquiry of the unit concerned. The Central Library is open normally during the academic year from 8:00 a.m. to midnight, Monday through Saturday, and from 1:30 p.m. to midnight on Sunday.

The Special Collections Department houses and services the library's collection of manuscripts, rare books, and other specialized research materials, much of which is not listed in the card catalogue. The largest single element in this collection is New Jerseyana which is included in all of the various

holdings of the department: books, manuscripts, maps, newspapers, pamphlets, pictures, and numerous other materials. Other important collections of research value include: early Americana, especially almanacs and newspapers; English literature of the late nineteenth and early twentieth centuries, especially Borrow, the Brontes, Gosse, Swinburne, and Wise; the history of agriculture in all its aspects; gift annuals; and Cobbett, Defoe, Freneau, Joyce Kilmer, Noah Webster, and Whitman.

The library encourages faculty members and students to make extensive use of these materials. In order to protect the interests of the library and of other research workers, however, permission to quote from any unpublished material must be secured from the Library Committee on Publications by application through the University Librarian (Room 133).

The University Bibliographer's primary interest is the development of the collections in order that they may facilitate the program of instruction and research in all units of the university to the fullest practicable extent. He maintains close liaison with representatives of the various departments and welcomes suggestions contributing to the usefulness of the library's collections.

The Associate Librarian for Public Services has general supervisory responsibility for those departments in the Central Library which are directly concerned with providing service to the reader, as well as for the branch libraries in biological sciences, ceramics, chemistry, and physics. Any problem involving service in these units which cannot be resolved by consultation with the appropriate department head or branch librarian should be referred directly to him.

The Kilmer Area Library serves the specific academic and research needs of Livingston College students and faculty. The collection complements the curriculum and enhances the instructional and research aspects of the college community. There is a direct relationship between the growth of the library and the development of the curriculum. Its continued growth in

*Livingston
Library*

quality and quantity will support the innovative instructional programs which are implicit in the philosophy of Livingston College.

The library opened in its new building, between Beck Hall and Tillett Hall, across from the Towers Dormitories, in the summer of 1971. The collection consists of approximately 25,000 reference and circulating volumes with a possibility of expanding to 100,000 volumes. The library subscribes to about 600 current periodicals and newspapers with back files of many titles on microfilm. A learning center is being developed on the ground floor which has already acquired cassette tapes, films, filmstrips, slides, and filmloops to supplement, on an individual basis, students' classroom experiences. The library is open 87 hours a week and the learning center is open 43 hours each week. Students and faculty are encouraged to participate in the continuing process of selection to broaden the scope of the resources of the Kilmer Area Library. Supplementary library materials are obtainable from other libraries in the Rutgers University Library system through intralibrary loan.

*Dormitory
Libraries*

Each residential quadrangle of Livingston College has a dormitory browsing library housed in attractive and inviting surroundings. These libraries are governed by a student-faculty library committee and operated by students. A small basic collection of reference books, periodicals, newspapers and paperback books form the core of these collections. The purpose of the browsing collections is to enrich and extend the educational horizons of the resident student. Students are encouraged to take part in developing the individual character of each of these libraries.

Gymnasium

Because we feel that first-rate sports facilities are an important part of the college experience, a lot of careful planning has gone into the Livingston Gymnasium which will open in the fall of 1972. The gym will include space and equipment for intramural and intrauniversity sports of all kinds. In addition, it will contain excellent locker facilities, so that non-resident students may enjoy its facilities as thoroughly as residents.

Book Store

The College maintains a book store where students may purchase the texts

needed for courses of instruction at a discount from regular retail prices. Also, a large selection of paperbacks is stocked, as well as stationery and certain toiletries.

The goal of the Counseling Service is to help students attain their maximum effectiveness in terms of academic achievement and personal development. Experienced professional staff members are available to help Livingston students who wish personal, educational, vocational or marital counseling. The Counseling Service also provides a variety of group activities, including: group therapy, sensitivity groups, and student-faculty groups. These services are confidential and are available without charge to all Livingston students.

Counseling Service

As members of the Livingston community, all students are entitled to use the services of the Health Center, which includes both out-patient (clinic) and in-patient (hospital) services. The Health Center provides 24-hour a day nursing services; doctors are readily available during extensive weekday office hours and are on call during the week end. All medical consultations are free. However, expenses for major surgery and for illnesses which require the assistance of specialists not on the staff are the responsibility of the student and his family. All full-time undergraduate students are provided with accident insurance under a university-sponsored plan and are offered the opportunity to elect a comprehensive health insurance policy covering surgical and hospital expenses. The staff of the Health Center is available for personal consultation concerning all matters related to the health of the student and for informal seminars on medical matters that are of interest to groups of students.

Medical Services

Located at 122 College Avenue, the International Center houses the Offices of the Director of International Programs, the Program Associate, and the Counselor to Foreign Students.

Facilities for Foreign Students

The office was established in order to centralize all services for foreign nationals in one university location. Here foreign students are provided with individual counseling in personal matters; they may seek advice in problems

*Facilities
for Foreign
Students*

regarding housing, health, finances, visas, and government regulations; and may register for various types of social and educational activities outside their academic programs. Close liaison is maintained with the student's academic advisers and with the students' respective governments through regular communication with educational officers in consulates and embassies.

*Placement
Service*

The Office of University Placement Services provides a personal, confidential guidance and placement service for students and alumni. Career counseling is available for undergraduates who desire it. Aid to undergraduates seeking career-type summer employment is also provided.

Although the university assumes no obligation to place its graduates, an extensive program has been developed to assist students and alumni in locating suitable positions. Interviews with representatives from business, professional, and educational organizations are scheduled on campus for students. Students are introduced to the techniques of job interviews, written applications, preparation of individual qualification records, etc. Often they are referred to organizations other than those able to visit the campus. No fees are charged for the placement services provided by the university.

*Regulations
Regarding
Cars*

All students will be permitted to register and operate cars on campus as long as there are adequate parking facilities available. However, it should be noted that there is free bus service linking Livingston to other campuses and to New Brunswick transportation facilities.

All vehicles using campus parking facilities in the New Brunswick area must properly display a valid parking permit decal. All undergraduate vehicles must be registered and must display a valid parking permit decal, whether or not campus parking facilities are used. The parking fees are: for undergraduate and graduate day students, faculty and staff, \$10.00; for evening students, part-time graduate students, and co-adjutant staff, \$5.00; for summer session students, \$2.00.

The fee for second term only is one-half the annual fee and is for the period from the beginning of the term to the end of August.

ORGANIZATIONS AND ACTIVITIES

Livingston is a young and progressive college with a variety of student clubs and organizations representing the tremendously varied interests of Livingston students. In addition, faculty activities and student-faculty groups are developing in a number of areas. The organizations listed represent the range of extra-curricular activities at Livingston.

Founded in 1970, the *Medium* is the Livingston College newspaper. The *Medium* prints news of the college and the university, and covers local, national, and international items of interest to the Livingston community. It also carries a calendar of the scheduled activities of the college and the university.

*Student
Newspaper*

Livingston College Radio, a student radio station operating on carrier current, has been in operation since September, 1971. It services the campus 24 hours a day with news, music, and information about events on campus and in the surrounding communities.

*Radio
Station*

Livingston students are eligible for the university's varsity teams. In addition to varsity eligibility, students may elect to participate in the inter-collegiate club sports program that now boasts involvement with ice hockey, football, basketball, track, volleyball, karate, judo, and wrestling. Although women are eligible and encouraged to compete with the men in all sports, there are basketball, track, and volleyball teams expressly for the women. Clubs forming for 1972-3 include gymnastics, dance, golf, tennis, soccer, and baseball; all functions on intercollegiate basis. The Livingston Panthers are our college football team, for which we have high hopes.

Sports

In addition to the extensive intercollegiate program, Livingston will entertain a voluntary Physical Education and Recreation program consisting of: intramural team and individual sports; classes in dance; gymnastics; boxing; wrestling; fitness; weight lifting; yoga; first aid and health; trampoline; and

open recreation. The entire program will be greatly facilitated by the new gymnasium which is equipped with complete and modern equipment from a beautiful competition basketball court to facilities for almost every gym activity.

The Livingston Trio Two members of the Livingston faculty and a member of the Rutgers faculty in Newark have formed the Livingston Trio, which presents a series of chamber music concerts each season at the college. Concerts are free to the public, and rehearsals are open to interested students. The members of the Trio are: Evelyne Crochet, piano; Sanford Allen, violin; and Robert Martin, cello.

Art Groups Student groups in the arts include: the Music Club, the African Singers, the African Drummers, the Livingston Gospel Singers, the African Dancers, the Dance Club, the Drama Club, and the Film Co-op.

Ethnic and Special Interest Groups Livingston students have formed the Black Student Union, the United Puerto Rican Students, the Foreign Students Group, the Third World Coalition, the Women's Liberation Group, and the Commuters' Association. In addition students may join the: Philosophy Club; Psychology Association; Student Employment Service; Peer Counseling Group; and others. Any group of at least 15 students may start a club; they may then apply to the Club Finance Board for funding.

Religious Activities Since religious development is an important element in the total educational experience, the university has welcomed the formation of groups that minister to the religious interests of students. Opportunities are provided by these groups for: continuing education in religion, especially as it relates to the college experience; service to the community; worship; and recreation.

The several denominations work individually, and jointly through the Protestant Foundation, using the Protestant House at 194 College Avenue. Resident

chaplains are provided by the Methodist Church, the Lutheran Church, and the United Campus Christian Fellowship, which includes the Baptist, Presbyterian and Reformed Churches as well as the United Church of Christ. The resident Episcopal chaplain conducts a program for students in St. Michael's Chapel and Bishop Croes House adjacent to the University Heights Campus. Orthodox Christian, Christian Science, and Intervarsity Christian Fellowship groups meet throughout the college year.

A ministry to Roman Catholic students is carried on by chaplains appointed by the Diocese of Trenton from local parishes.

B'nai B'rith supports the work of an ordained rabbi at the Hillel Foundation which offers a program for Jewish students.

The University provides a non-sectarian service each Sunday morning in Kirkpatrick Chapel.

One of America's leading journals of social science, "Society" (formerly Trans-action Magazine), makes its home on the Livingston campus. While "Society" is not formally affiliated with the university, it provides a significant intellectual input to the social sciences at Livingston and in Rutgers University generally. The opportunity for Livingston faculty and students to participate in "Society's" work helps to make Livingston an attractive center for the social sciences.

"Society"

LIVINGSTON COLLEGE

ADMINISTRATION

AND STAFF

Ernest A. Lynton
 Bernard L. Charles
 Lawrence A. Pervin
 Rashid Ali
 Brian Blake
 Brenna Bry
 Donald B. Edwards
 Kenneth Geigel
 John A. Gibson
 Leroy C. Haines
 Jerome C. Harris
 Edward Hecht
 Doris J. Holohan
 Warren P. Kynard
 Esther R. Levy
 Alan Mallach
 Herb McGuin
 Don Phifer
 Nadine S. Rier
 Janeth E. Scott
 Russell L. Smith
 Mary Elizabeth Taylor
 William H. Thomas
 Carol J. Turner
 Thomas T. Wadlington
 Duncan E. Walton
 Robert D. Whitman

Dean of the College
Dean of Academic Affairs
Dean of Student Affairs
Senior Counselor
Assistant Dean of Student Affairs
Staff Psychologist
Assistant Dean for Administration and Planning
Registrar
Manager, Dining Service
Assistant to the Dean of Student Affairs
Assistant to the Dean of Academic Affairs
Assistant Dean
Assistant Director of Admissions
Business Manager
Administrative Assistant, Business Office
Assistant Dean
Assistant to the Dean of Student Affairs
Director of Admissions
Librarian, Kilmer Area Library
Assistant Registrar
Manager, Kilmer Area Bookstore
Executive Assistant to the Dean of Academic Affairs
Cashier
Assistant to the Dean of Student Affairs
Director of Financial Aid
Director of Counseling
Scheduling Officer

RUTGERS UNIVERSITY

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HISTORY OF RUTGERS UNIVERSITY

RUTGERS UNIVERSITY, one of the country's nine colonial colleges, consists of eighteen major divisions in New Brunswick, Newark, and Camden, and maintains educational services in many communities throughout New Jersey. Designated by the Legislature as The State University of New Jersey in 1945, it offers to the citizens the heritage of almost two centuries of lasting tradition, sound academic standing, high educational integrity, and significant research and other services. The university is managed by a Board of Governors, including the President of the university and the Chancellor of Higher Education, *ex officiis*, six governors appointed by the Governor of the State with the advice and consent of the Senate, and five elected by and from the Board of Trustees of the University.

Under the sponsorship of Dutch settlers in New York and New Jersey Rutgers was founded as Queen's College on November 10, 1766. In 1825 the trustees of the college changed its name to Rutgers in honor of Colonel Henry Rutgers, who had been a trustee.

In 1864 the Scientific School of Rutgers College was designated the Land-Grant College of New Jersey with curricula in agriculture, engineering, and chemistry. The Agricultural Experiment Stations were added by state and federal actions in 1880 and 1888, respectively. New Jersey College for Women, now Douglass College, opened its doors in 1918 on land adjacent to the College Farm. The School of Education was organized in 1923, and in the following year the name "Rutgers University" was adopted for the entire institution.

Important in the more recent development of the university have been the organization of the University Extension Division (1925), the incorporation into the university of the New Jersey College of Pharmacy in Newark (1927), the formal organization of The Graduate School in 1933, the establishment in 1935 of University College, the inclusion within Rutgers in 1946 of the University of Newark, comprising a College of Arts and Sciences, a Graduate School of Business Administration, and a School of Law, the organization in 1949 of the Institute of Microbiology, the acceptance in 1950 of the College of South Jersey in Camden as a University unit, the organization of the Graduate Schools of Library Service and of Social Work in 1953 and 1954, respectively, and the establishment of the College of Nursing in 1956. In 1960 the School of Education was designated the Graduate School of Education. The Rutgers Medical School was authorized in 1961 and accepted its first class in 1966. Livingston College was named in 1965, and its first class entered in 1969.

